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ABSTRACT

An instructional program called "Passport to a Job" provided prerelease training for inmates at Riker's Island Correctional Facility. The inmates were taught the important steps in preparing for employment; how to identify and cope with discriminatory employment; and how to demonstrate the interview techniques of opening the interview with a greeting and a smile, maintaining a responsive posture, asking questions, and exiting the interview with a smile and a handshake. Evaluative data collected on pretests, posttests, and a reaction questionnaire indicated that the 20-28 male inmates did learn and that they rated the program and the trainer's performance as excellent. During the four 3-hour sessions, the trainer utilized a detailed instructional strategy modeled on Robert Gagne's events of learning. Only printed instructional materials were used. The document includes recommendations for further use of the program, the needs assessment instrument, project planning charts, budgetary materials, the results of an instructional task analysis, details of the instructional strategy the trainer implemented, a pretest, a performance assessment checklist, a posttest, the reaction questionnaire, the trainer's guide to the program, student materials, and a 46-item bibliography. (CML)

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THE SCHOOL OF MEDIA AND ARTS

of

NEW YORK INSTITUTE OF TECHNOLOGY

announces the

Final Examination

of

Janice K. Johnson

for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

Pre-Employment Skills Training Module for Adult Male Inmates at Rikers's Island Correctional Facility

Abstract

This is a report and examination of the analysis, design, development, implementation and evaluation of an instructional development project addressing training for New York City jail inmates. Inmates with varying adjudication status are helped to prepare for re-entry into society by delivery of Passport To A Job. The designer applied systematic techniques to produce training specifically for the New York jail population. No such pre-release training existed before this project's inception The successful Riker's Island training will be used at other correction facilities throughout New York City.

Monday, January 23, 1989 at 9:00 a.m.

in

Dean's Conference Room, French Chateau, Rm. 101
Old Westbury Campus
Old Westbury, NY

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PRE-EMPLOYMENT SKILLS TRAINING MODULE FOR ADULT MALE INMATES AT RIKER'S ISLAND CORRECTIONAL FACILITY

a

THESIS/PROJECT

by

JANICE K. JOHNSON

submitted to the faculty of the
School of Media and Arts

of

NEW YORK INSTITUTE OF TECHNOLOGY

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

in

TRAINING AND LEARNING TECHNOLOGY

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PRE-EMPLOYMENT SKILLS TRAINING MODULE FOR ADULT MALE INMATES AT RIKER'S ISLAND CORRECTIONAL FACILITY

by

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B.S. 1974, College of New Rochelle

A Thesis Project

submitted to The Faculty of the

School of Media and Arts

of The New York Institute of Technology in partial
satisfaction of the requirements for the degree of

Master of Science

January 14, 1989

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The activities culminating in the completion of this document were probably the most concentrated efforts of my life. The activities would have been unfocused without the guidance of my New York Institute of Technology instructors. The concentration would not have been possible without the support and understanding of my family and friends.

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This thesis project is dedicated to my grandmother, Mary.

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CHAPTER 1

INTRODUCTION

Overview

Seeking employment can present problems for persons with the best of credentials and skills. For those returning to the job market, especially if an ex-inmate of our judicial system, the problems are magnified a thousandfold.

There is growing concern about the recidivism of large numbers of ex-offenders who have marketable skills but cannot secure employment. It is believed that the inability to find gainful employment contributes to the rising number of inmates and repeat offenders. This situation adds to overcrowding problems, increases tax dollar allocations needed to house inmates, which results in a decrease of monies available for other public services. It is apparent that an intervention is needed to reverse this situation.

Background

The return to society, for most inmates, is not easy. The inmate leaves a world where all decisions are made by someone else, where all activities are regulated by the clanging of bells, where the only privacy is in the mind. The inmate leaves that world to enter one where hundreds of different choices are possible. A world of freedom. But, for the ex-inmate that world doesn't quite match the dreams and plans nourished while incarcerated.

Before one can theoretically understand the inmate population some knowledge of the United States judicial system is needed.

According to the Statistical Abstract of the United States 1987, law enforcement is, for the most part a function of State and local officers and agencies. The United States Constitution reserves general police powers to the states. There are 52 separate criminal law jurisdictions in the United States; one in each of the 50 States, one in the District of Columbia, and the federal jurisdiction. Each of these has its own criminal law and procedures and its own law enforcement agencies. While the systems of law enforcement are quite similar among the States, there are often substantial differences in the penalties for like offenses.

The latest published statistics (1985) indicate the total number of adults under correctional supervision totals 503,601. Of that number 163,600 are maintained in New York State; of which 151,700 are adult males (15,900 in jail, 33,200 in prison, 12,200 on parole, and 90,400 on probation). New York City's jails house people convicted of crimes, and those awaiting trial and sentencing. For those awaiting trial their incarceration is due to the inability to post bail, sometimes as low as $50.00.

According to the Bureau of Justice Statistics Bulletin, June 1986, over the past decade, racial and ethnic disparities in imprisonment have provoked national and regional concern. While Blacks and other racial minorities constitute a relatively small share of the general population, they make up a very large share of the federal and state prison populations.

The majority of the inmate population is composed of the indigent and hard-core unemployed. It is a widely held belief that ex-offenders who are employed and belong to a support system are not likely to commit another crime. On the other hand, if unemployed the likelihood of becoming a repeat offender is almost certain.

The Justice Department's statistics for 1983 indicate that there were 4,306 repeat offenders. That number has drastically increased with the escalation of the illegal drug trade. The latest figure released for the cost to maintain an inmate is $33,000 per year. If pre-release interventions can reduce the recidivism rate by just 100, hypothetically, the savings to the tax payers would be $3,300,000. Realistically, a reduction in the recidivism rate would actually result in decreased dollars expended for daily living maintenance, such as food, clothing, and toiletries.

To assist the ex-offender in seeking and securing employment requires that more than conventional resources must be available. Therefore, at the request of the Correctional Education Consortium, Inc. (CEC), a training module entitled "Passport To A Job" was designed, developed and implemented for inmates who will become "income eligible" upon release from jail.

CEC, a partnership of people, provides social and educational opportunities to people in New York City jails. As part of its services CEC, sponsored by Long Island University's Department of Criminal Justice and Security

Administration, in a joint effort with the McConnel Clark Foundation, New York Public Library, and the Board of Education, has produced, published, and provided several informational booklets to assist inmates with their reintroduction to the "outside". Among these publications are booklets offering guidance in seeking, securing,and retaining employment.

A review of two publications--Connections III, and Getting It Together My Job Campaign, proved to be useful training aids, adaptable for inclusion in a training module. For whatever reasons, the publications have failed to generate the anticipated interest in using CEC and other resources to seek employment. There are probably several reasons for the lack of interest; among them image, poor reading skills, lack of proficiency with English, and lack of motivation.

Statement of Problem

There are a large number of ex-offenders (inmates) who have been unable to secure gainful employment. This is, in part, attributed to the lack of pre-employment knowledge and skills. A training intervention prior to release is planned to reverse this situation. The instructional problems are: an indigent population generally indicates low educational achievement levels; motivation and low self esteem can impede learning; the environment, because of security practices, is restrictive; participants can vary from session to session; employment may not be a primary release concern; and follow up is not possible.

Purpose of the Project

At present, inmates enrolled in many of the adult education programs do not receive employment counseling prior to release. The purpose of this project is to provide inmates with the pre-employment knowledge and skills, needed to seek employment, prior to release. It also provides a training module for inclusion in CEC's life skills curriculum.

Definition of Terms

Words and phrases can have different meaning from one environment to another. To assure the words and phrases appearing in this thesis project are not misinterpreted the following definitions are offered:

Prison - A prison is a confinement facility having custodial jurisdiction over adults sentenced to confinement of more than one year. Persons incarcerated in a prison have been convicted of felony.

Jail - A jail is a facility, usually operated by a local law enforcement agency, holding persons detained pending adjudication and/or persons committed after adjudication to a sentence of one year or less.

Certificate of Relief From Disabilities - available to inmates convicted of only misdemeanors and not more than one felony, or one felony only. It restores rights, and is an official recognition of rehabilitation. Without it, many employers are forbidden by law to hire the ex-offender. Application for the certificate can be made immediately after conviction.

Certificate of Good Conduct - available to ex-offenders convicted of more than one felony. It restores rights, and is an official recognition of rehabilitation. Without it, many employers are forbidden by law to hire the ex-offender. Issuance of the certificate may take from one to five years from date of application.

Cleaning Up - refers to correcting errors appearing on one's RAP sheet. Example: arrest not leading to a conviction, or youthful offender convictions.

Income Eligible - eligible for registration into any number of special programs to help in job preparation, training, or placement.

Outside - the differentiation between incarceration and freedom. The world outside of prison/jail.

RAP Sheet (Record of Arrest Processing) - The record law enforcement agencies maintain for every alleged offender. The RAP sheet is a listing of arrests, convictions, and biographical information.

Assumptions

1. That the instructional process needs to begin prior to release.
2. That inmates will attend training sessions voluntarily.
3. That inmates will use the new skills to gain employment.

Limitations

There are limitations to any project. The limitations can be attributed to the topic, design, characteristics of the target audience, and the instructional delivery. For this project the limitations are:

1. Passport To A Job is designed specifically for the New York City adult male jail inmate population. The instructional module may not be suitable for use in other types of organizations, circumstances, times or countries, or with female offenders without appropriate modification.

2. Some inmates may not complete the module. Attendance is beyond the control of the designer, and may also be beyond the control of the inmate.

3. Follow up, because of confidentiality, organizational constraints, and the characteristics of the target population, is impossible. It is assumed trainees completing the module will effectively apply the new skills learned in searching for and securing employment.

Method and Procedures

Designing a training program that satisfies the needs of the target audience, and the requester, involves validation of needs and careful planning. The method and procedures utilized for designing Passport To A Job are based on the Instructional Systems Design (ISD) model described by Dick and Carey (1985).

Analysis

The designer conducted a preliminary needs assessment with the Director of CEC, Dr. Esther Rothman. The training goal was identified, and a plan for the training development was established. The designer reviewed literature and conducted research to gain knowledge of the judicial system, and inmate population.

The designer conducted face-to-face interviews with inmates to assess training needs, knowledge levels, and abilities.

The final step was the development of the task analysis. The task analysis was developed to determine what to cover and what to leave out of the training module.

Design

The instructional design is as important as the instructional delivery. Using the task analysis as a reference the designer was able to identify what would be covered, and in what sequence.

Also, the designer was able to determine the learning objectives. Mager (1984) suggested that objectives contain three characteristics:

1. Performance (what the learner is to be able to do)
2. Conditions (important conditions under which the performance is expected to occur)
3. Criterion (the quality or level of performance that will be considered acceptable) [p.23].

Development

The learning events and activities were developed using the nine instructional events described by Gagné (1985).

The selection and development of instructional media was determined by utilizing the Media Selection Process outlined by Anderson (1976).

Evaluation tools (for trainees and instructor) were developed according to the methods described by Dick and Carey (1985), Laird (1978), and Phillips (1983).

Implementation

The designer conducted the training module according to the designed plan, and collected data for the instructional improvement.

Evaluation

Evaluation tools, designed during development, were used to determine the effectiveness of the program, and the quality of the instruction. Data from the evaluation provided the basis for accurate revision of the instructional package.

Summary

Passport To A Job is a training module designed to provide pre-employment skills to adult males, who are inmates in New York City jails. The majority of inmates have not been formally exposed to pre-employment techniques, which places them at a disadvantage when seeking employment.

It is believed that one of the reasons ex-offenders return to a life of crime is due to their inability to secure employment. Inmates, serving sentences of one year or less, or who are awaiting adjudication, would benefit from participating in a pre-employment skills program. This intervention, prior to release, would equip inmates with the knowledge and techniques needed to assist them in securing employment.

Designing and implementing training for this particular population has many inherent problems. Among them are motivation, low educational achievement levels, and a restrictive environment. These problems were addressed by using the ISD model.

In addition to providing pre-employment skills training to the inmate population at Riker's Island Correctional Facility, Passport To A Job will be included as part of the CEC life skills curriculum.

CHAPTER 2

ANALYSIS

Introduction

The analysis process is used to examine the cause and effect, and to a greater extent, to determine an appropriate intervention to resolve an existing need/problem. When a training intervention is identified as an appropriate method to change "what is" to "what should be," the analysis process serves as a critical component for the design and development of a training module.

The designer utilized needs analysis principles and techniques of noted educators for the needs assessment instrument development, and analysis of needs. Determining that training was an appropriate intervention the designer completed the needs analysis process. The needs analysis process included task analysis, target population analysis, and analysis of organizational constraints.

Needs Analysis

Prior to development of a needs analysis instrument the designer engaged in pre-analysis activities to become familiar with the criminal justice system and target population. The activities included literature reviews, discussions with law enforcement personnel, discussions with ex-offenders, and CEC personnel, and site visits to Riker's Island Correctional Facility. At the completion of these activities the designer was able to develop a comprehensive needs assessment instrument. The needs assessment instrument is presented in Appendix A.

One-on-one needs assessment interviews were conducted to determine the discrepancy between actual and desired performance. The actual performance was identified as the inability of ex-offenders to secure employment because of deficiencies in pre-employment skills. Criminal justice statistics indicate that unemployment is one of the major results of reintroduction to the judicial system. The desired performance was identified as competency in pre-employment skills, to assist in seeking and securing employment, resulting in a decrease of repeat offenders.

Phase 1 of the needs analysis process involved interviews with CEC administration, twenty inmates and two ex-offenders; literature reviews, and field observations.

Prior to each interview the inmate was informed of the reasons the interview was being conducted, how the information would be used, the importance of answering questions truthfully, and that all responses would be kept confidential. During the interviews inmates were observed for communication skills, as well as attitudes towards securing employment. Overall, interview evaluations indicated that the inmates have highly developed, manipulative,communication skills, even though their responses were not always articulated in standard English. Also, the inmates appeared to want training to improve pre-employment "know how", and were anxious for the training to begin.

Whether these expressions were recognitions of the need and benefits of training, or a way to escape the prison routine could not be determined.

Task Analysis

According to Gropper and Ross, in the Training and development handbook (Craig 1987), "To prescribe an appropriate training approach for a job, the training development process has to have a mechanism for analyzing specific learning requirements. In instructional design that mechanism is task analysis [p.204]".

A task can be defined as a series of steps that result in a specific outcome. Applying this definition to putting on shoes, the specific outcome desired, the steps would be: a) locate a pair of shoes; b) place shoes in close proximity to the feet; c) push feet into, or pull on shoes.

Based on the needs analysis the designer identified the task is to learn pre-employment skills. The goal is to secure employment utilizing pre-employment skills. It is necessary, at this point, to recognize that external factors may prevent attaining the goal. But, trainees will possess the pre-employment knowledge and skills to compete in the job market. Table 1 presents the analysis of tasks.

Target Population Analysis

The target population are males, incarcerated for one year or less, at Riker's Island Correctional Facility. They have a variety of marketable skills, many gained through programs provided by correctional institutions. A study conducted by CEC found the average reading grade level is

Table 1

Task Analysis (N=20)

Category	**Responses**	**%**
Job leads information	friends	55
	on own/nespapers	45
Previously interviewed	yes	90
	no	10
*Job secured	yes	55
	no	45
Completed job application without difficulty	yes	95
	no	5
Reveals police record	yes	15
	no	65
	n/a	20
Can write a résumé	yes	30
	no	70
Knows how to clean up RAP sheet	yes	0
	no	100
Knows how to obtain Certificate of Relief, or Good Conduct	yes	**30
	no	70
Will seek employment	yes	90
	no	10

*This is consistent with job leads from friends.
**Previously in State facility where this information is given in orientation.

9.1, and the average arithmetic grade level is 6.4. CEC assumes the reading average is high because only the better readers volunteered for the educational assessment they conducted. It would appear that when tests are to be administered the more fragile population do not readily face such a situation, and poor readers suffer from such emotional fragility. The ethnic make up is 75% Black and Hispanic.

The inmates are "street" smart, creative, probably very resourceful, but have, to some degree, unrealistic goals. Many do not view their offenses as serious, and even claimed innocence. Most appeared to have outgoing, suspicious, macho type personalities. Of the twenty inmates interviewed 75% were convicted of drug related crimes; 45% are repeat offenders.

The high percentage of drug related offenses is problematic of society as a whole. The drug industry offers not only an avenue of escape, but also, the fast money for anyone willing to take the risks. The risks are taken in search of the American dream--wealth, status and power. A social scientist would attribute this phenomenon to the failure of social and community support systems. The inconsistent messages of these support systems create confusion, distorted perceptions, and inappropriate behavior.

None of the inmates expressed apprehension about functioning on the "outside". This is consistent with their unrealistic goals. The possibility that they will have to cope with the stigma of being an "ex-con" appears inconsequential, possibly associated with denial or an inability to face possible rejection. In spite of the inmates being products of failed support systems they exhibited a willingness and desire to function within the "straight" world. This will only be possible if employment can be secured. The target population analysis appears in Table 2.

Table 2

Target Population Analysis (N=20)

Category	Responses	%
Previously employed	yes	100
	no	0
Industry employed	construction	25
	food/restaurant	20
	retail sales	15
	other	40
How found	friend	45
	on own	40
	special program	15
Length of employment	1-6 months	35
	7 months to 1 year	15
	over 1 year	50
	(group average = 19 months)	
Reason for leaving	arrested	45
	fired/laid off	10
	other reason	45
Licensed driver	yes	40
	no	60
Have special skills	yes	85
	no	15
Had special job training	yes	70
	no	30
Job desired	construction	15
	mechanic	20
	managerial	10
	other	30
Job qualified for	construction	25
	mechanic	20
	managerial	10
	manual labor	45
Salary desired	$135-280 weekly	40
	285-400 weekly	35
	401+ weekly	25
Will accept minimum wage	yes	35
	no	65

Table 2 Contd.: Target Population Analysis

Category	Responses	%
Age	21-25	30
	26-30	40
	31 and over	30
	(group average = 28.7 years)	
Highest grade completed	college	20
	high school	35
	6th-11th	45
Marital status	yes	50
	no	50
Reason for arrest	drugs	75
	other	25

Organizational Constraints

Field visits to Riker's Island Correctional Facility gave the first organizational insight, and left a lasting impression. For the visitor admittance to the "inside" is a humiliating experience. A visitor must submit to at least two body searches and identity checks. Rationally, the designer understood the necessity for these precautions, but emotionally the experience was traumatic. The atmosphere "inside" is one of total confinement, invasive, threatening. The following poems from the Knowledge Box (May 1988), a publication of CEC, written by inmates, illustrate the rage, despair, and hope that this environment houses and produces:

WITH LOVE

by Raphael

Thinking of you I write these rhymes of passion,
Because writing words of love is never old fashion.
Hoping my time passes real fast,
for the moment I could say that was the past.
You are to me sincere, and make everything clear,
I only have the fear that I can't have you near,
But I know that God is fair,
and he does really care.
He's put me in here for a test,
because he knows what's really best.
And if I have to suffer with pain,
I know there will be something I'll gain.
I'll try to be strong,
and try to do nothing that's wrong.

FORGOTTEN

by J...

TAKE A LOOK
DO YOU REMEMBER WHO
ONCE A NAME
NOW A NUMBER
WHO REMEMBERS YOU
WHO ACTUALLY CARES
IF YOU CARE, AND REMEMBER
ONLY YOU CAN HELP YOURSELF.

The correctional facility environment is extremely restrictive in what can and cannot be done. Security procedures and precautions restrict what can be brought onto the premises by employees, as well as visitors, and what inmates are allowed to receive or keep in their possession. Audio visual equipment is limited, reserved for a variety of programs (usually recreational), under the strict supervision of correction officers. Adequate classroom space is available, but limited for use by CEC for three hour periods in the evening. During training sessions a minimum of two correction officers are in attendance. Under these conditions, the designer was challenged to develop a module with supportive training aids, without compromising the instructional content.

The designer referred to charts developed by Anderson (1976) for assistance in selecting instructional media. The charts reviewed suggested film or video tape, role play situations, case studies, and group participation in decision making, to be appropriate media selections. The designer felt that the most appropriate medium would be a video tape to present role modeling portrayals, and to video tape participants, giving them an opportunity to view and critique their performances. These options were not feasible due to the lack of needed equipment. Also, traditional participant manuals/workbooks, to be used for future reference, were inappropriate for this environment because they are made of materials which can be used as weapons. Therefore, an acceptable alternative was identified--double pocket folders.

To compensate for the lack of visual aids the designer decided the training module would be conducted in workshop format, experientially based, and highly participative.

Instructional Goal

The designer determined the instructional goal for the training module is: Inmates will assess their life and work experience, assess their prison record and prepare effective resumes, and plan specific steps to seek employment.

The instructional goal was determined by utilizing the criteria described by Dick and Carey (1984). The stated criteria are:

> "That it contain a clear, general statement of learner outcomes
>
> That it describes what the learner will achieve
>
> That the goal be related to an identified problem and needs assessment
>
> That the goal can be achieved through instruction rather than otherwise [p.19]".

Gagné (1985) and Laird (1978), describe three learning domains--cognitive, affective and psychomotor. Gagné's description of the affective domain focuses on the changing of attitudes. He states the affective domain has three features, "1) a cognitive aspect, pertaining to the ideas or propositions that express the relationship between situations and attitudinal objects...; 2) an affective aspect, pertaining to the emotion or feeling that accompanies the idea; and 3) a behavioral aspect, pertaining to the predisposition or readiness for action... [p.221-222]". Laird presents the cognitive and psychomotor learning domains taken from the Bloom Taxonomy of Educational Objectives. The taxonomy cites six distinct types of behavior within the cognitive domain--knowledge, comprehension, application, analysis, synthesis, and evaluation. The psychomotor learning domain is categorized for manual and physical skills. Applying Gagné's and Laird's explanations the designer determined the instructional program to be in the affective and cognitive learning domains.

Using data obtained through the needs analysis process the designer identified the instructional module components as:

Tasks	**Topic**
Complete a job application	Understanding the job application components
Clean up RAP sheet	Process of cleaning up RAP sheet and why
Restore rights	Process of restoring rights and importance
Write a resume	Resume formats and components
Locate employment source	Employment sources and resources
Cope with discrimination and rejection	Why people discriminate. How to cope
Present a positive impression during an interview	Interviewing techniques
Write a cover resume letter	Resume covering letter format, and when to use.

At the conclusion of training participants will apply the new skills when seeking employment.

Literature, Existing Course, and Material Review

A review of literature, survey of existing courses and materials, was conducted to ascertain what resources were available for module design, development and implementation, topic applicable, and adaptability. The reviews encompassed a ten year span, 1978 to 1988.

Related Theory

The ISD model described by Dick and Carey (1984) is a systematic approach for the design and development of instructional programs. The goal of any instructional program is to change behavior. Unless a designer understands how people learn and under what conditions, the instruction will not result in the desired outcome.

Learning takes place in a variety of ways. But, in the absence of a need or motivation learning seldom occurs. According to Gagné (1985), "Given the fact of multiple kinds and sources of motivation, the task of the instructional designer is one of identifying the motives of students and of channeling them into activities that accomplish educational goals. Three ways of viewing the approach of harnessing existing motivation are described as incentive motivation, task motivation, and achievement motivation [p.306]".

The target population's (inmates at a city correctional facility), need for motivation is apparent. Mastery of the instructional material can be attained in a controlled environment--the classroom--but unless there is a motivational focus the transfer of learning from classroom to life applications may not occur. Goldstein (1986) cautions that designing training programs for minority groups, especially the hard-core unemployed, requires sensitivity. He cites studies of many failed programs that neglected to consider the important issues of motivation and attitude.

The instructional objectives were developed applying the descriptions given by Mager (1985). He described an objective as, "...a performance you want learners to be able to exhibit before you consider them competent. An objective describes an intended result of instruction, rather than the process of instruction itself [p.3]". Also, Mager emphasized that objectives are useful in providing a basis for instructional content, evaluating the success of training, and organizing the students' activities for the accomplishment of instructional intent.

Within the ISD model Dick and Carey (1984) prescribe the components necessary for the design, development, and implementation of an instructional module. Gagné (1985) provided the designer with nine instructional events that were applied to maximize the learning experience.

Goldstein (1986) and Phillips (1983) provided the bases for evaluation and measurement methods. The only deviation was post-training follow up, which will not be possible with the target population. The designer applied the evaluation and measurement methods to assess the training module, and level of competency trainees attained.

The training approach is based on the writings of Knowles (1984). He defined the difference of teaching children--pedagogy, and adults--andragogy. The basic premise is adults, unlike children, have had a series of life experiences, which impact their thinking and actions. Adult learners bring these distinctions to any learning situation. Therefore, these experiences cannot be disregarded when designing training programs for them. This approach was certainly appropriate for the target population because they are adults, who have definitely had life experiences which have had an impact on their thinking and actions.

Literature Review

The literature review was based on abstracts obtained from NYIT library TECHSEARCH service, research at the Mid-Manhattan Library, and literature available to the inmate, ex-offenders, and the general public. The designer's focus for this review was to compare related topic approaches used to meet the identified target population's needs.

The designer reviewed forty-eight bibliographic item descriptions obtained through TECHSEARCH. Most of the items were related to the project topic, but not necessarily to the target population. Other materials, obtained through independent research, produced additional literature related to the project topic and target population.

As a result of TECHSEARCH, and independent research, nine works were identified as project topic and target population related: They are as follows:

1. Whitehead, V., et al. (1987). Transitions: Vocational education from jail to community. Final report, Center for Correctional Concerns, Joliet, IL. (BBB25431), IL State Board of Education, Springfield: Dept. of Adult Vocational and Technical Education.

This report describes a project conducted to help prison inmates in Will County, Illinois, make an effective transition to employment in the community. During the project, an eight-session, in-jail job search course in career exploration and pre-employment skills and a follow up program for jail residents in transition was developed. Problem areas encountered by jail residents when making a transition into the community (especially into the job market) were identified. The bulk of this document consisted of four appendixes which included: profiles of 20 inmates forming the target population and related data; the job search syllabi for students and teachers and related materials. Even though pre-employment skills were presented, the designer found the works major emphasis was on community involvement and work release programs.

2. Pelzer, D. F. (1985). Comparing job placement of vocationally trained and untrained inmates while residing at a community correctional center in Florida. U.S.: Florida.

This was a study to determine if there was a significant difference in job placement between inmates who had received vocational training, while incarcerated at major institutions, and inmates who had participated in no such training. A second purpose was to determine if a significant relationship existed between vocational training and job placement. Job placement was found to be independent of the vocational training received. The study did not present any project topic information, but did indicate that other variables play an important role in job placement.

3. Langan, A. B. (1984). Educational training in a pre-release correctional center/a collaborative model. Washington, D.C.: GPO

A pre-release program was developed to provide job training to persons who were within 90 to 120 days of their scheduled release date from a Washington State prison. The Geiger program was sponsored and operated jointly by Spokane County and State agencies. Because it was determined that the 84-bed unit would handle approximately 30 arrivals and 30 departures each month, the program was designed using an open-entry/open-exit format. In addition to vocational training, job placement assistance and training in job search methods were provided. The designer found the open-entry/open-exit format useful for the design of Passport To A Job.

4. Homant, R. J. (1984). Employment of ex-offenders: The role of prisonization and self-esteem. Journal of Offender Counseling, Services, & Rehabilitation; v8 n3, Spring 1984, 5-23.

This literature on employment of ex-offenders, proposes a model for understanding and predicting the effectiveness of ex-offender employment programs. It suggests that incarceration and self-esteem are especially important for understanding post-release adjustment. This work presented no information on pre-release programs, but did offer insight and validation of the importance of self-esteem and motivation.

5. Thompson, J. W., et al. (1981). Employment and crime; A review of theories and research. Prepared for Vera Inst. of Justice, New York, N.Y., Dept. of Justice, Washington, D. C.: National Inst. of Justice (BBB18875).

This work offers an analysis of the relationship between employment and crime. It did not provide any data for inclusion in a training program, but did provide the designer with some interesting economic perspectives on employment and crime.

6. DeVinney, D. J., Thomas, K. R. (1980). The stigma associated with various criminal offenses in hiring decisions. Journal of employment counseling; v17 n2 June 1980, 301-305.

This article investigates the attitudes of prospective employers toward hiring ex-offenders based on the nature of the crime committed. Results suggest employers differentiate significantly the employability of persons convicted of various crimes. Views of the authors were adaptable for inclusion in the training module.

7. Phillips, M. (1981). Crime and the law: A look at the criminal justice system. Syracuse, New York: New Readers Press.

Whether a victim, witness, or suspect, this book is informative. It looks at criminal law, how the criminal justice system is supposed to work, and what victims, witnesses, and suspects can expect from their contact with the criminal justice system. Many parts of the book are adaptable for use in a training module.

8. Open Doors. (undated). Getting it together: My job campaign. New York, N.Y.: Career and Occupational Services, New York City Board of Education.

This booklet was designed to aid the job seeker with securing employment. It offers helpful interviewing and dressing hints, instructions on what to bring to an interview, questions that are asked and to ask, and an interview assessment questionnaire. This booklet is appropriate for the target population, and is adaptable for a training module.

9. New York Public Library. (1987). Connections III (3rd ed.). New York, N.Y.: New York Public Library.

"Connections III", has been designed for the use of ex-offenders. In addition to providing information sources in New York City, it also, includes a job search section. "The Job Search", is divided into sixteen sections that are designed to carry the ex-offender through the entire job hunting process. It is a self-paced instruction book, and is the major source of the training content for Passport To A Job. The designer reformatted the self-paced information into a classroom-group-paced training format.

Survey of Existing Courses and Materials

There are a number of commercial and not-for-profit training courses available, which deal with pre-employment skills (commonly referred to as Life Skills). Of the ten packages reviewed three were designed or adaptable for the inmate population. They are as follows:

1. New York State Division for Youth. (1982). Preparation for employment curriculum. Teacher's manual. Albany, N.Y.: New York State Dept. of Labor. CETA Operations Div.(BBB18846).

This curriculum was designed to help teachers to prepare youth for employment. It is targeted for youth who are not academically oriented, have a low reading level, and are easily distracted. Also, it is intended to be flexible enough to challenge academically advanced youth. The materials were developed to serve as a teacher's manual, a resource book, and a collection of written classroom activities. The curriculum is intended to be taught in a group-paced model. It consists of 10 units, each containing an average of five or six forty-five minute lessons, and is designed to be taught during a ten to twelve week school term. The units, in addition to an introduction, cover the following topics: the job search, communication, applications, the interview, job, and looking ahead. The designer found this curriculum to be instructor intensive, and too long in length.

2. Missouri State Dept. of Corrections and Human Resources. (1984). Adult basic education learning center 310 project. Final report July 1983-June 1984. Jefferson City, Missouri (BBB23134).

An educational research and demonstration program was implemented in learning centers at five correctional institutions across Missouri. Included in the demonstration project were the following programs: a program in attitudes, basic and life skills, and an ex-offender program in career planning and job search methods. Appendices include sample forms used in the various components of the demonstration project as well as pre and post test data.

3. Institute for Life Coping Skills. (1985). Life coping skills: Employment. New York: Columbia University, Teachers College.

This curriculum is designed to help the learner prepare for employment. It provides instruction in completing an application form, writing a resume, and to carry out an employment interview satisfactorily. The training package consists of participant materials, instructor's guide, a videotape entitled "Developing Effective Skills", audio cassettes--Suggestions for an Effective Job Interview, and Hints for Your Job Interview, and the Tell Me game. Video taping job interview performances is a major part of this curriculum. Columbia's Institute for Life Coping Skills, Inc., provides train-the-trainer sessions, authorizing use of the package upon completion. This is an excellent training package, but because of the content reliance on videotape and audio equipment it could not be utilized.

Plan for Design and Development Effort

The designer, having determined that a need existed, an audience was available, and the ability and time were present, proceeded with the design and development effort.

Project Plan

With the needs analysis completed, following the ISD model the remaining phases of the project were as follows: 1) identify entry behaviors; 2) write instructional objectives; 3) develop criterion referenced test items; 4) develop instructional strategy; 5) develop and select instructional materials; 6) design and conduct formative evaluation; and 7) design and conduct summative evaluation. The project phases were managed using the Gantt scheduling technique and Program Evaluation and Review Technique (PERT).

The Gantt scheduling technique allows the user to bar chart completion dates and activities. Progress on each activity can be monitored and compared for actual versus planned completed activities. PERT charting is a technique developed by the United States government. The PERT chart identifies activities, which culminate in events. Appendix B details the project as originally planned. But, due to circumstances beyond the designer's control actual completion dates differed. The project was started March 2, 1988 and completed July 21, 1988.

Budget

Training often represents the most expensive method of solving a problem. Laird (1978) advises, "To budget for the complete training program, the T&D officer must consider several cost categories: Program Production, Trainee costs, Conducting the Program, and Evaluation costs [p.222]". The designer employed these categories to develop the training budget appearing in Table 3. In addition, the designer used the figures developed by the United States Civil Service Commission in A Training Cost Model, 1972, to calculate time costs ratios. See Appendix C for the methodology and formulas used to compute the budget for this project.

Table 3

Training Budget for Passport To A Job

Cost Items	**Dollars**	**Cost Per Trainee**	**Cost Per Hour**
Production Costs:			
Designer	$10,818.00	$ 216.36	$ 24.04
Material	60.00	1.20	7.50
Travel	96.00	1.92	----
Course Conduct Costs:			
Designer & others	2,081.82	41.64	34.70
Materials	60.00	1.20	1.00
Evaluation Costs:			
Salaries:			
Design:			
Select Criteria Create Instruments	2,163.60	43.27	24.04
Data Sources:			
CEC Director	57.50	1.92	28.85
CEC Instructor	12.06	.40	12.06
Data Analysis	480.80	16.03	24.04
Materials	60.00	1.20	.66
Totals	**$15,889.78**	**$ 325.14**	**$ 156.89**

Note: Because target population are unsalaried lost production costs, per trainee, were not included.

Summary

Completion of the needs analysis process enabled the designer to identify the instructional goal. The instructional goal is: inmates will apply pre-employment skills and knowledge when seeking employment. The tasks to accomplish the goal are in the affective and cognitive domains of learning.

With the instructional goal identified the designer proceeded with plans for the remaining phases of design, development and implementation. Gantt and PERT charts were utilized to assist with management of the project.

CHAPTER 3

DESIGN

Introduction

Laird (1978) describing the responsibilities of a Training and Development officer, includes the responsibilities of a professional designer. Laird states, "Professional designers of learning experiences know when to use which method, how to effect necessary compromises between the most desirable method and the one the budget can afford--or the environment accept. They provide for try-out when skill is demanded, for participation when current emotional or intellectual biases would block acceptance of new ideas or new technology [p. 24]."

Keeping those words in mind, and following the ISD model, the designer conducted an instructional task analysis, identified the instructional objectives and entry behaviors, sequenced objectives, and specified criterion referenced test items. In addition, the designer specified learning activities, as well as assessment and evaluation systems.

Instructional Task Analysis

Once the instructional goal had been determined the next logical step in the design phase was to conduct an instructional task analysis. The instructional task analysis process pinpoints what tasks are necessary to achieve the instructional goal. To accomplish the analysis the designer confirmed the learning domains--affective (attitudinal), and cognitive (intellectual)--then applied the methodologies described by Dick and Carey (1985) to identify and sequence the major performance activities.

The designer identified seven major tasks required for achievement of the instructional goal. Further analysis enabled the designer to specify the associated sub-tasks. During the entire process the designer continually asked, "What does the trainee have to do to achieve the instructional goal?", and "What does the trainee have to learn in order to achieve the goal?". Appendix D presents the project analysis of tasks.

Instructional Objectives

According to Mager (1984) an objective is not only a tool for the design, implementation, and evaluation of instruction, but also serves to convey what a learner will be able to do. He states, "They are useful in pointing to the content and procedures that will lead to successful instruction, in helping to manage the instructional process itself, and in helping to prepare the means of finding out whether the instruction has been successful [p.19]". Following Mager's description of objective characteristics (see Chapter 1) the designer used the instructional analysis of tasks to define the instructional objectives. The overall instructional objectives described in this project are:

1. Without the aid of references participants will be able to discuss, describe, and identify the important steps in preparing oneself for employment.
2. Without the aid of references participants will be able to discuss, describe, and identify discriminatory employment practices and coping methods.

2. Given an interview scenario, participants will be able to demonstrate interviewing techniques by opening interview with a greeting and smile, maintaining eye contact, responding to questions, maintaining a responsive posture, asking questions, exiting interview with a smile and handshake.

In addition, the designer developed performance objectives for each identified sub-task. (See Appendix D.)

Entry Behaviors Defined

As stated by Dick and Carey (1985), "Identifying entry behaviors and student characteristics is a very important early step in designing instruction for a specified target population [p.85]". Entry behaviors are the knowledge and/or skills a learner must prepossess to participate in a specific program of instruction. This is the level of knowledge or skill that will not be taught during the training program. The authors offer a process for determining entry behaviors using the hierarchical instruction analysis approach.

The designer applied the hierarchical method to determine the entry behaviors and target population characteristics.

Entry Behaviors:

1. Possess, at minimum, a 6th grade reading level.
2. Demonstrate basic English skills.
3. Able to complete a job application.
4. Can identify employment sources.

Characteristics:

1. Male inmate
2. 18 years of age or older
3. Serving sentence of one year or less
4. Enrollee in CEC educational program.

Group and Sequence Objectives

The designer reviewed the results of the instructional task analysis and entry behaviors to group and sequence objectives. The focus was on sub-skill similarities, duplication, logical relationships, and elimination of tasks identified in the entry behaviors category. Completing the review the designer grouped and sequenced the objectives as follows:

1. Restoration of Rights
    - 1.1 Describe the process of cleaning up your RAP sheet.
    - 1.2 Identify the differences between a Certificate of Relief from Disabilities and Certificate of Good Conduct.
    - 1.3 Identify which certificate is applicable for restoration of your rights.
    - 1.4 Describe the procedure for obtaining the applicable certificate.
2. Prepare a resume
    - 2.1 Prepare a chronological history and employment profile.
    - 2.1.1 Evaluate job skills and qualifications.

- 2.2 Determine how negative data will be presented to a potential employer.
- 2.3 Select the resume format to be used.
- 2.4 Write a resume in the selected format.
- 2.5 Describe the similarities of a resume and job application.

3. Prepare a resume cover letter
   - 3.1 Identify four employment sources.
   - 3.2 Interpret employment notices from four different sources.
   - 3.3 Describe when and why a letter should accompany a resume.
   - 3.4 Describe the letter components and format.
   - 3.5 Identify to whom the letter will be addressed.
   - 3.6 Draft a cover resume letter.
   - 3.7 Proof read the cover letter.
   - 3.8 Prepare the final draft.
4. Develop interviewing techniques
   - 4.1 Prepare for an interview by:
   - 4.1.1 Name the documents and/or information needed.
   - 4.1.2 Describe what reaction negative information may generate.
   - 4.1.3 State coping activities.
   - 4.2 Demonstrate interviewing techniques.
   - 4.2.1 Open interview with a greeting and smile.

4.2.2 Maintain eye contact with interviewer.

4.2.3 Maintain positive posture during interview.

4.2.4 Respond to questions in a confident manner.

4.2.5 Ask interviewer questions about company, job duties, benefits, and salary.

4.2.6 Express desire to work for company, and why.

4.2.7 Exit interview with a smile and handshake.

Learning Activities Specification

In a well designed set of instructional materials, the materials must contain many of the strategies or procedures that a teacher might normally use with a group of students. Therefore, it is necessary to develop an instructional strategy that employs, to the degree possible, that knowledge we have about facilitating the learning process (Dick and Carey, 1985).

Table 4 presents the designer's learning activities specifications matrix.

To ensure that the learning conditions and experiences were maximized, where applicable, the designer applied the nine components of the learning process and instructional events described by Gagné (1985). Applying this methodology enabled the designer to develop an instructional strategy lesson plan. The lesson plan is detailed in Appendix E.

Table 4

Learning Activity Instructional Strategy Matrix

Learning Activity	Content	Instructional Method	Media
1.1-1.4	Restoration of rights	Lecture	Chalkboard, print, manuals
2.1-2.5	Prepare resume	Lecture, demonstration, hands-on	Chalkboard, print, manuals
3.1-3.8	Prepare cover resume letter	Lecture, demonstration, hands-on	Chalkboard, print, manuals
4.1-4.2.6	Interview techniques	Lecture, demonstration, role plays	Chalkboard, print, manuals

Assessment System Specification

The designer's plan to measure the effectiveness of the instructional program included pre-test, progress checks, post test, and a reaction questionnaire.

The pre-test phase was planned to assess prior knowledge, and provide a training instrument for future sessions. In addition to multiple choice questions, the pre-test was designed to include a job application (for future use). Progress checks were planned to be on-going throughout the training sessions. Observable behaviors would be assessed by using criterion-referenced performance checklists. This would be 25% of the overall rating. The acceptable level for criterion-referenced performance assessments would be P (Pass), based on a three point rating scale. Performances would have to be within the excellent or good category to rate a passing grade. The post test, a multiple choice/fill-in test, was planned to further measure learning achievement levels. Based on a zero knowledge factor the test would have a scoring rate of 100, and a weight factor of 75%. Participants would have to score at least 15% on the criterion-referenced performance assessment, and 75% on the post test to be judged at the acceptable standard of mastery. Any participant not meeting the standard could be recycled for any portion of the module using an open-entry/open-exit format. The designer also included a reaction questionnaire to measure and evaluate acceptance, training content, materials, and trainer.

Evaluation System Specification

A chapter in the Training and Development Handbook (Craig, 1987), from the works of Donald L. Kirkpatrick, is devoted to the topic of evaluation. Kirkpatrick states, "Effective training directors will make an effort to evaluate all their training activities [p.301]". Acknowledging the merit of the statement, the designer specified the evaluation methods used for this project.

Formative Evaluation

The formative evaluation activities included a review of the training package by subject matter experts, a field trial conducted with the target audience, evaluation of instructor delivery and training materials. These activities enabled the designer to gather data required to revise the instructional program.

Summative Evaluation

The summative evaluation activities entailed analysis of pre and post tests, performance assessments, and reaction questionnaire results. This provided the data for the designer to evaluate the effectiveness of the revised instructional format.

Learning Transfer System Specification

The most effective method to determine if training is used upon return to the job, or intended situation, is to conduct a follow up assessment. This method was not included in the project plans because of the population characteristics and organizational constraints. The designer could only ensure that the participants were competent in the new skills upon completion of the instructional program. It is hoped that the motivational focus, practice, and reinforcement activities assisted participants to encode and internalize information, to be later cued to memory in the appropriate situations. It is expected that participants will exhibit the intended behaviors with these factors present.

Review and Selection of Existing Materials

A review of existing materials produced sections from two booklets adaptable for inclusion in the instructional content. They are Connections III, and Getting It Together: My Job Campaign. Both booklets are available to the inmate, either upon release or at probation counseling sessions. They are published respectively by the New York Public Library, and Open Doors, a division of the New York City Board of Education.

Connections III, a guide for ex-offenders, includes a job search section. The parts of that section reformatted into instructional materials for group classroom use are as follows:

1. Preparing for the Job Search
   a. What you can do before leaving prison (p.77), for objectives 4.1-4.1.1
   b. What you can do upon release (p.79), for objectives 1.1-1.4
   c. Writing a Resume (p.85-95), for objectives 2.0-2.4
   d. Finding out Where the Jobs are (p.96-100), objectives 2.1.1,3.1-3.2
2. Applying For A Job
   a. Writing a letter of application (p.101), objectives 3.3-3.8
   b. Interviewing for a job (p.110-112), objectives 4.1-4.2.6
3. Special Considerations
   a. Should you tell the truth about your convictions (p.114), objectives 2.2, 4.1.2-4.1.3
   b. How to avoid being discriminated against (p.115), objectives 4.1.2-4.1.3

The sections incorporated into the instructional materials from Getting It Together: My Job Campaign:

1. Where to Start, objectives 1.1-1.4, 3.1-3.2
2. Things to Bring, objectives 2.1, 4.1.1

3. Dress for Success, objective 4.1
4. Interviewing Hints, objectives 4.2-4.2.6

The designer found the two publications were extremely useful, well written and appropriate, because they are geared specifically to the target population.

Summary

The design phase of this project was completed by using the instructional goal to determine the activities required to achieve the intended outcomes. Through the instructional analysis of tasks, the instructional objectives were developed, entry behaviors identified, and instructional strategy developed.

Two existing sources were selected for reformatting or incorporation into the instructional content. The two sources were selected because of their appropriateness to and for the target audience. The designer acknowledged the learning transfer could not be validated, given the characteristics of the target population and organizational constraints.

The instructional strategy approach is instructor directed and facilitated, self-contained for hand-off to other instructors (Laird,1978), with a motivational-reinforcement focus.

CHAPTER 4

DEVELOPMENT

Introduction

The instructional strategy (conditions and treatments), which was based on the task performance, objectives, entry behaviors, and test systems, formed the foundation for development of the instructional materials.

An important factor affecting the development of instructional materials for presentation of this training program was time. The target population--inmates, are scheduled for CEC sessions for approximately three hours daily. With this consideration, the designer used the instructional strategy to divide the module into segments that could be accommodated in the allotted time periods.

Learning Activity Development

The training module was divided into four segments. The development of segment one formed the basis for development of the three remaining segments. A two-step approach was employed for development of each segment of the training module. The concentration for step one was development of participant instructional materials. Step two focused on development of Leader's Guide instructional materials, which in addition to coextending with participant materials, provided presentation directions and suggested scripts. See Appendix G for model.

Learning activities were developed in an andragogy-experiential mode (activities for adult learners, utilizing prior life experiences). The instructional activities were based on the nine events of instruction described by Gagné (1985):

1. Gaining attention - each session to commence with asking of a topical question
2. Informing learner of objectives, motivating - statement of objectives, and explanation of how session is to be conducted
3. Stimulating recall of prior knowledge - asking topical questions eliciting prior experiences responses
4. Presenting the stimulus material - presentation of information
5. Provide learning guidance - facilitate discussions
6. Eliciting performance - related activities
7. Providing feedback - review of activities
8. Assessing performance - critique performances
9. Enhancing retention and transfer - offer suggestions, and summarize session.

A per session application breakdown is presented in Appendix E.

Development of learning activities in the andragogy-experiential mode allowed the designer to place emphasis on motivating, and encouraging participant buy-ins. This approach assisted in maximizing the learning experience. Each activity was preceded by thought provoking questions, to compel participants to recall and relate prior experiences. Activities were developed to encompass and utilize prior experiences, and to encourage participation and performances. The learning activities were scheduled and conducted as follows:

1. pre-test
2. Instructional presentations and activities
3. Post test
4. Reaction questionnaire.

Learning Activity Review

The designer reviewed all instructional materials upon completion. The completed materials were submitted and reviewed by two subject matter experts--the CEC Executive Director, and a New York State Supervising Parole Officer. The designer took note of all recommendations, and revised materials where and when appropriate. Revisions were made for content errors or clarification only. The designer retained the right to maintain the instructional integrity of the training module. Subsequent to the review of the subject matter experts and revisions, the designer edited the instructional materials for accuracy and appropriateness of grammar, style, and punctuation.

Materials for Evaluation Produced

Thirty sets of participant instructional materials were produced. The designer selected double pocket folders to package participant materials. This type of workbook met with organizational acceptance. In addition, five Leader's Guide sets were produced (containing instructional presentation directions, suggested scripts, and participant materials).

The materials developed and produced for evaluation were pre-test, criterion-referenced performance checklists, post test, and reaction questionnaire. The evaluation materials are presented in Appendix F.

Pre-test

The pre-test was developed to measure the level of prior knowledge of training module topics. It consists of two parts. Part I contains seven multiple choice questions. Part II, is a job application to be completed by participants, for use throughout the course.

Criterion-referenced progress checks

Criterion-referenced progress checks were planned to assess participant's mastery of objectives. By observing participants, and using a criterion-referenced performance check list, levels of mastery were documented and rated.

Post test

The post test was developed to measure participants' achievement of the learning objectives. Because follow up could not be included in the instructional strategy, the post test, combined with criterion-referenced assessments, offered the only concrete measurement method to validate that learning had actually taken place, and that participants were able to perform at standard. The post test contains ten multiple choice-fill in questions.

Reaction questionnaire

The reaction questionnaire was developed to obtain participants' reaction to and evaluation of the materials, relevancy, and instructor's presentation. Also, the questionnaire asked for suggestions to improve the training module.

Summary

The development of instructional materials and evaluation systems are probably the most labor intensive phases of ISD. All prior activities are depended upon to develop a training package which meets the needs of the target audience.

The instructional materials were developed in an andragogy-experiential mode (adult learning activities, utilizing prior life experiences to facilitate the learning of new skills). Instructional materials consisted of two components--participant materials, and Leader's Guide. Learning activities were developed utilizing nine instructional events. The materials were reviewed by two subject matter experts--Dr. E. Rothman, CEC Director, and Mr. C. Berry, Supervising Parole Officer--for content validity. The designer conducted and edit review prior to reproducing the materials for classroom presentation. To evaluate instructional materials, instructor's presentation of materials, and learning outcomes, the designer planned for, developed and produced pre-test, criterion-referenced performance checklist, post test, and a reaction questionnaire.

CHAPTER 5

IMPLEMENTATION

Introduction

The implementation phase of ISD is a multi-faceted process. During this phase the designer, through the formative evaluation component, was able to test and revise instructional materials, based on the data collected. The final component--summative evaluation--provided the validation of the designer's prior activities, and learning outcomes.

Materials for Implementation Reproduced

The ISD formative evaluation process (review of training package by subject matter experts, and field trial), resulted in only minor revisions. The materials reproduced for the formative evaluation phase were thirty participant packages and three Leader's Guide manuals.

Following minor revisions to the training package, it was reproduced in "market ready" form for the summative evaluation phase. A total of thirty participant packages and five Leader's Guide manuals were reproduced in "market ready" form. Appendix G contains the "market ready" training materials, in Leader's Guide format. For the purpose of this document Leader's Guide pages are presented on white bond paper, as the master copy. To facilitate differentiation of materials in the Leader's Guide pages were reproduced on blue bond paper for classroom use.

Instructional Delivery

The designer planned and scheduled the training sessions with the assistance of the CEC Executive Director and training staff. Sessions were scheduled and presented July 18 - 21, 1988, 5:30 p.m. to 8:30 p.m. One CEC instructor was assigned to attend all sessions, as part of the train-the-trainer process.

Training sessions were conducted in the school area of Riker's Island Correctional Facility's Adolescent Reception Detention Center (ARDC). The training module was presented in four parts.

Module Observations:

Session I: (Total participants 26)

The designer conducted the session as planned, but not in the allotted time frame. This was due to an external situation prior to the session's start. Participants appeared to be tense and hyperactive. After welcoming participants and introductions, the designer found it necessary to deal with the emotional state of the participants, to defuse a potential crisis situation. This was accomplished by allowing participants to have a ten minute period to air and discuss their feelings. At the end of the allotted time the designer proceeded with the instructional delivery without incident. The instructional content of the session, sparked discussions and participation. Many of the participants were able to contribute real life experiences, which increased attention and learning.

Session II: (Total participants 20)

In this session less discussion occurred, and the designer had to provide more assistance than anticipated. The designer determined that this was due to the poor writing skills of many of the participants. Overall, the session was conducted as planned.

Session III: (Total participants 27)

Session III was conducted as planned. Participants assisted one another, and a reasonable amount of friendly joking was observed.

Session IV: (Total participants 28)

After an explanation of the session topics and conducting methodology, participants were eager to begin. Discussions were sometimes heated, animated, but controlled. As anticipated, withholding information about convictions proved to be the major topic of discussion. Because of the class size and time remaining, the class was divided into groups of five: interviewee, interviewer, and two observers. Each group member had an opportunity to play each role. The CEC instructor assisted during this activity. Two performances were selected for class presentation and critiques. The role play performances were excellent. Participants exhibited theatrical talent, as well as mastery of job interviewing techniques.

At the close of each session the designer conducted a debriefing session with the CEC instructor. Information and presentation clarification was provided, and feedback obtained from the CEC instructor.

Data Collection

The designer administered a pre-test, performance assessment, post test, and reaction questionnaire, to collect data for analysis. The designer was able to validate that learning had taken place, and participants were able to perform at standard.

Summary

Following months of planning, designing, and developing, the designer, finally, had a training module ready for implementation. For the designer, implementation was both exciting and rewarding.

The training module was presented in four sessions, at the Riker's Island Correctional Facility's ARDC. Sessions, with nominal variation, were conducted as planned. Participants were responsive, actively involved, and appeared eager to learn. A train-the-trainer component was incorporated into the implementation, as agreed upon by the designer and CEC Executive Director.

Pre-tests, performance assessments, post tests, as well as a reaction questionnaire, were administered as planned for in the design and development phases of this project. These evaluation methods provided the data elements needed for analysis of learning outcomes, designer's presentation, and instructional materials.

CHAPTER 6

EVALUATION

Introduction

The designer approached the evaluation phase of this project in two segments--formative, and summative. The formative evaluation segment was a way of obtaining feedback which could be used for the improvement of the product being developed. According to Geis (1987), "In most of the heuristics for instructional design, formative evaluation follows the early development of the instructional materials before they are ready for final production and distribution [p.1]". The main concern of the summative evaluation was the evaluation of the final product with the major emphasis being program appraisal.

Referring to Gagné (1974), Goldstein (1986), and Phillips (1983), the designer embarked upon a formative and summative evaluation strategy which provided the intended feedback, and was compatible to the project and target audience.

Formative Evaluation

Gagné and Briggs (1974) described the three phases of formative evaluation: one-on-one trials, small group trials,and pilot tests. Dick and Carey (1985) advised, "The emphasis in formative evaluation is on the collection of data in order to revise the instructional materials, to make the materials as effective as possible [p.198]".

One-on-One Trials

One-on-one trials are recommended for use with a test subject representative of the target population. The target population for this project were adult males, incarcerated at Riker's Island Correctional Facility. Accessibility to the target population, and organizational constraints precluded one-on-one trials. In addition, the instructional design, group-paced instruction, did not lend itself to one-on-one trials. The instructional content relies on experiential group-interaction exchanges. Feedback for this type of instruction cannot be obtained through one-on-one trials.

Small Group Trials

Small group trials would have provided the designer with appreciable data, but the organizational constraints did not allow for this form of evaluation. Inmates are scheduled for CEC sessions on a voluntary basis. Since registration and release time are arranged prior to sessions, there wasn't any way to limit or forecast how many inmates would be attending a particular session. Also, because of court appearances, transfers, discharges, and disciplinary measures, participants could differ from session to session. If the designer had attempted to limit the number of participants registered for Passport To A Job, it would have caused confusion and security problems.

Pilot Testing

Passport To A Job was conducted in its entirety for the pilot testing. Dick and Carey (1985) stated, "In the final stage of formative evaluation the instructor attempts to use a learning situation that closely resembles that intended for the ultimate use of the instructional materials [p.203]".

The pilot testing was conducted with twenty participants and one CEC instructor. The CEC instructor's role, in addition to the train-the-trainer purpose, was to observe sessions and provide feedback. This, added to the designer's own observations and notes, supplied data that was compared to test items prior to undertaking revisions to the training package.

Problems encountered during the pilot testing were:

1. Pre-test - participants were unable to complete Part II/Job Application in the allotted time. This was resolved by allowing participants to take the application and return it completed at the following session.

2. Session II (page 7) had a total of eighteen participants. Of those, two failed to return the completed job application. In consideration of time, sample job applications were issued to the two participants.

3. Draft resume writing, page 9.3, required the assistance of the designer, CEC instructor, and buddy system aid (faster students assisting slower students).

4. Another problem encountered was the sharing of selected resumes. To conserve time selected resumes were photocopied, and distributed for class review. This same process was utilized for page 14, Draft Cover Resume Letter.

5. After pilot testing allotted time adjustments were made to Leader's Guide sections as appropriate.

The designer experienced very little difficulty in presenting information and validating its acquisition. The design format allowed for information presentation, feedback, and performance.

Summative Evaluation

The designer applied the four levels of evaluation described by Kirkpatrick (1975). They are: reaction, learning, behavior, and results/impact.

Reaction

Kirpatrick (1975) stated, "Reaction may best be defined as how well the trainees liked a particular training program. Evaluation in terms of reaction is the same as measuring the feelings of the conferees. In fact, it is measuring 'customer satisfaction' [p.302]".

To measure "customer satisfaction" participants completed an evaluation questionnaire at the end of the program. Based on the data collected from the completed questionnaires, the overall reaction to the program was rated as excellent. The participants rated the instructor's (designer) presentation, and materials, on an average, as excellent. The only unfavorable response was to the length of time. Participants, on average, rated the length of time for sessions as unsatisfactory. Written comments supported the ratings. Comments indicated that participants would have liked more time for discussions and practice.

The designer first tallied ratings for each question's response, then utilized Kirkpatrick's evaluation formula to arrive at the program's overall rating. Kirkpatrick (1975) used numerical ratings of: "excellent=5, very good=4, good=3, fair=2, and poor=1 [p.304]". The designer used only four rating categories; therefore, the numerical ratings were altered as: excellent=4, very good=3, satisfactory (good)=2, and unsatisfactory=1. Comments did not receive a rating scale. Based on the formula the program's overall rating was 3.5. Table 5 presents the evaluation results.

Learning

As stated by Kirkpatrick (1975), "... a favorable reaction to a program does not assure learning [p.309]". To determine if learning had actually occurred, the designer administered pre and post tests, and utilized criterion-referenced performance checklists. The designer compared the scores of the pre-test with the performance checklists and post test, and determined that learning had taken place. In addition, the CEC instructor's feedback supported the learning occurrence findings. In the design and development phases of this project, the designer had established the criteria for validating the acquisition of new knowledge and skills. With that standard set the

Table 5

Results of Evaluation/Reaction Questionnaire(N=28)

Question	**Rating Category %**				**Rating %**
	E	**VG**	**S**	**U**	
1. What is your overall rating of this course?	90	10	0	0	3.9
2. How well did the course meet the stated objectives?	25	70	5	0	3.2
3. How would you rate the course materials?	80	10	10	0	3.7
4. How would you rate the instructor's					
a. knowledge?	95	5	0	0	3.9
b. responsiveness?	100	0	0	0	4
c. involvement of students?	100	0	0	0	4
5. How would you rate					
a. length of sessions	15	5	10	70	1.7
b. group discussions?	65	25	10	0	3.6
c. exercises?	65	20	15	0	3.5
Overall Program Rating =					**3.5**

Comments:

6. How will you use the information learned in the course?
General Response: will use knowledge gained from the course to get and maintain employment.

7. What did you like most about the course?
General Response: The instructor, and exercises.

8. What would you change to improve the course?
General Response: More time should be added for discussions and practice.

combination of data sources provided the designer proof of participants' abilities to perform at standard, validating the acquisition of new knowledge and skills. Table 6 details the pre and post tests comparison data.

Table 6

Pre and Post Tests Data Analysis

Pre-Test		Post Test	
Question	Correct Response %	Question	Correct Response %
1. Certificate of Relief from Disabilities	35	1. Certificate of Relief from Disabilities	85
2. Certificate of Good Conduct	35	2. Certificate of Good Conduct	90
3. What is a RAP sheet?	75	3. What is a RAP sheet?	100
4. What is a resume?	45	4. Why should rights be restored?	100
5. Reason for covering letter with resume	25	5. What to look for when reviewing RAP sheet	90
6. How to find a job	70	6. What is a resume?	100
7. What to do when interviewing for a job	70	7. Reason for cover letter with resume	100
Average Score	**51**	8. What to do when looking for work	100
Part II, the job application completed	90	9. Preparing for interview	100
		10. Three things to do during a job interview	85
		Average Score	**95**

Behavior

Kirkpatrick (1975) defines behavior as the observable change, or transfer of learning on the job. He prescribed five requirements that must be met for change in behavior to occur:

"1. Desire to change
2. Know-how of what to do and how to do it
3. The right job climate
4. Help in applying the classroom learning
5. Rewards for changing behavior [p.312-313]".

Because of the target population's characteristics, and organizational constraints, the designer did not engage in follow up assessment activities. Therefore, the designer was unable to measure the transfer of learning on the job. The designer was able to measure and validate that a change of behavior was evident. The know-how of what to do and how to do it was observed, and measured in a controlled environment. The designer hopes, but cannot be sure, that the behaviors will be long term.

Results/Impact

The general understanding of results, or return on investment (ROI), is not directly applicable for this project. The inability to measure post training behaviors eradicates the designation of a result/impact dollar value, as related to the participants on the job cognitive-attitudinal performances.

The goals of this project were to provide pre-employment knowledge and skills to inmates at Riker's Island Correctional

Facility, to provide a pre-employment knowledge and skills training package for CEC, and to provide train-the-trainer sessions to a CEC instructor. If one views result/impact as attaining the goals, then, the designer's efforts resulted in: an effective pre-employment knowledge and skills training program, which was provided to inmates; a pre-employment knowledge and skills training package provided, and accepted by CEC, to be added to their course offerings; and a CEC instructor is now able to deliver pre-employment training to inmates.

Summary

In the words of Laird (1978), "The thrust of effective evaluation is to make responsible judgment about important questions [p.268]". The questions the designer needed answered, to support responsible judgments, were: 1) Were the objectives met; 2) Can participants perform at standard; 3) Was the instructional content relevant; 4) was the instructor's presentation of information effective; and 5) How was the program received?

To obtain the answers the designer utilized and administered evaluation tools--pre-test, post test, and evaluation (reaction) questionnaire. Data collected from these sources were analyzed and compared to arrive at responsible judgments. In addition, performance assessments, conducted through classroom observations, provided supporting documentation.

Based on the data sources analyses and comparisons, the designer determined that the objectives had been met; participants had learned, had reached a level of competency, and could perform at standard; the instructional content was relevant; the instructor's presentation of information was effective; and the program had been well received.

The transfer of learning, to real life applications, cannot be guaranteed, but the participants demonstrated the desired behaviors during class exercises and post testing. It is anticipated that under the right conditions participants will be able to recall pre-employment learning, and apply the skills and techniques to secure employment.

CHAPTER 7

SUMMARY and RECOMMENDATIONS

Introduction

The design, development, and implementation of this project involved extensive planning, hard work, and dedication. The project was a dual purpose effort: 1)to produce a training module for hand-off to other instructors; and 2)train-the-trainer in delivery of the product. This chapter describes the methods and procedures used, conclusions, and the designer's recommendations.

Methods and Procedures Used

"Passport To A Job" was produced by applying the Instructional Systems Design (ISD) model. The ISD model, a five phase systems approach, consists of analysis, design, development, implementation, and evaluation.

Analysis

The analysis phase involved analysis of needs as described by the requester, CEC. The needs analysis was conducted by performing an analysis of tasks, target population analysis, and analysis of the organizational constraints. At the conclusion of the analyses, the instructional goals, as well as major tasks and topics, were defined and classified.

The designer engaged in research activities to ascertain if existing materials were available, target population related, and adaptable. The research activities included review of literature, review of existing courses, and review of topic related materials.

The project's management was initiated and completed by using PERT and Gantt charting. A project budget was developed to ascertain the costs associated with providing the training program.

Design

The instructional task analysis provided the designer with the data needed to establish the instructional objectives, identify entry behaviors, group and sequence objectives, and specify learning activities.

The design phase of this project also included assessment and evaluation systems specifications; consisting of pre-tests, progress checks (performance assessments), post tests, and reaction questionnaires. The pre-test, performance assessments, and post test, measured learning; the reaction questionnaires indicated how the program was received by the participants.

The designer used formative evaluation techniques to determine the effectiveness of the product, and the need for revisions. Summative evaluation procedures provided the data needed to evaluate the "market ready" product, and validated its effectiveness.

Two sources were selected for incorporation into the instructional content, Connections III, and Getting It Together My Job Campaign. Both were specifically designed for the target population, in booklet format. "Passport To A Job" is instructor directed and facilitated, self-contained, for hand-off to other instructors.

Development

The training module was divided into four sessions of two to three hours. A two-step approach was employed for development of the instructional materials: step one--participant materials development; step two--Leader's Guide materials development. Learning activities were developed in an andragogy-experiential mode, with emphasis on motivation and reinforcement.

The formative evaluation segment of this phase, included reviews by subject matter experts (SMEs), and product testing with twenty inmates. Minor revisions were made to the package prior to "market ready" reproduction.

Implementation

The summative evaluation process was conducted July 18 to 21, 1988 (four sessions). The "market ready" product was presented to twenty-eight adult male inmates, at Riker's Island Correctional Facility, housed in the Adolescent Reception Detention Center (ARDC). Attendance at sessions varied because of inmate judicial commitments. As part of the train-the-trainer process, a CEC instructor was present at all sessions.

Participants were pre-tested, to ascertain the level of pre-knowledge; performance assessed and post tested, to ascertain if learning had occurred; and completed a reaction questionnaire, to ascertain the participants' program perceptions, and evaluation of the instructor and instructional materials. All sessions were conducted as planned.

Evaluation

Comparison analyses of data collected during the summative evaluation process provided documentation of the learning outcomes, and program effectiveness. The average score on the pre-test was 51, the average score on the post test was 95. Based on this data, and performance assessments, the designer was able to validate that learning had occurred, and participants were able to competently perform at standard. In addition, through analysis of the reaction questionnaire, the designer documented that the instructional presentation and materials were effective, and that the program was well received. Using a scale of 1 - 4, the overall program rating was scored at 3.5.

Conclusions

Passport To A Job, based on the summative evaluation data, met the needs of the target population. The informational format was effective, but under other conditions could have been presented differently.

If the designer had access to audio visual equipment the program would have been less instructor directed. The participants needed a variety of stimuli to retain their attention. The use of audio visual aids would have afforded the participants an opportunity to self-diagnose, and view the "right" from "wrong" way.

The element of time is a consideration for any training endeavor. The training module for this project, was divided into four sessions to satisfy the time considerations. The training module was designed to allow each unit to stand alone. This approach was effective, but because of the characteristics of the target population there were not any guarantees that the program would be completed by individual participants. Also, many participants will not have the opportunity to apply the new skills within a reasonable time frame. This can have an adverse affect on retention, and performance of the acquired new behaviors.

Passport To A Job was designed specifically to provide pre-employment knowledge and skills. During the design and development phases of this project, the designer recognized that other issues, such as self esteem and drug abuse, were project related, but could not be adequately addressed within the project scope, and time frames. These types of issues are best addressed by trained clinicians.

It is apparent that ex-offenders cannot become law abiding, productive citizens, if denied, or are unable to secure gainful employment. It has been proven that in the absence of gainful employment the ex-offender returns to unlawful activities. The return to crime robs society of the individual's contributions, and causes adverse economic stress. Participant responses indicated that the instructional content was relevant, and provided participants with a sense of confidence to pursue employment upon release. Maintaining a realistic viewpoint, the designer is aware that honorable intentions often dissipate in the face of adversity. Laird (1978) stated, "... training may be defined as an experience, a discipline, or a regimen which causes people to acquire new predetermined behaviors [p.9]". If Laird's description of the effects of a training event is correct, then it is rational to assume that the instructional acquisitions will be applied and exhibited when participants seek employment.

Recommendations

Passport To A Job, was designed for inmates at Riker's Island Correctional Facility. Someone else might wish to extend the efforts of this project to another area, population, country, or time. If so, the designer offers the following recommendations for consideration:

1. The target population is transient, consisting of inmates incarcerated for bail satisfaction, or adjudication. Their incarceration can be from a few days to several months. The training would have more of an impact if the inmates attending the program were those scheduled for release within two months.

2. 63% of the New York City jail population are incarcerated for drug related offenses. A pre-employment skills training program satisfies only part of the need. A complete, or more extensive approach could be developed to include the issues of self esteem, and drug abuse.

3. This training program was designed for implementation without the use of audio visual aids. Someone designing a similar program might wish to consider the use of audio

visual aids to enhance the learning experience. The use of video taping of interviewing techniques role plays can assist participants with diagnosing their individual performances.

4. Passport To A Job was divided into four sessions in consideration of time. If time frames can be manipulated, or extended, the instruction could be modified to a two session program.

5. Follow up would further validate the effectiveness of the training module. To accomplish a follow up effort would require the cooperation of law enforcement personnel, employers, and participants.

Concluding Statement

A correctional facility, by title, in and of itself, implies a process of rehabilitation. The increase of the inmate population has severely hampered the abilities of correctional facilities to rehabilitate inmates.

With 63% of the inmate population incarcerated for drug related offenses, it would appear that the "war on drugs" has not been a complete success. The present outrage directed towards drug use and related crimes has done little to persuade drug dealers and users to stop. Unless we, as a society, provide early anti-crime interventions, and alternatives, attaining economic status through the selling of drugs will escalate, as well as the exploitation of our youth.

For those unfortunate individuals who have become part of judicial statistics, Passport To A Job, is only a small portion of the needed rehabilitative process. If more emphasis is not placed, and focused on education and preventive interventions, we may find ourselves living in a society too ill to cure itself.

APPENDIX A

NEEDS ASSESSMENT INSTRUMENT

NEEDS ASSESSMENT

(PASSPORT TO A JOB)

DATE:__________

FIRST NAME:______________________________

PART I. EMPLOYMENT HISTORY:

1. Have you ever been employed (has a job)?___________
2. What was your last job?______________________________
3. What was your position?______________________________
4. What were your duties?______________________________

   ____
5. How did you get the job?______________________________
6. Did you like the job?______________________________
7. How long were you employed?__________________________
8. Why did you leave?______________________________

   ____

9a. Did you have any other jobs?______________________

b. What were they?______________________________________

____

10. How old were you when you got your first job?_______

11. Did you work on or off the books?________________

PART II. MARKETABLE SKILLS:

1. Can you drive a car?______________________________
2. Do you have a driver's license?____________________

B. Was it ever taken away from you, or suspended?________

NEEDS ASSESSMENT

(PASSPORT TO A JOB)

PART II. MARKETABLE SKILLS (CONT'D):

3. Do you have any special skills that would help you qualify for a job?______________________________

b. What are those skills?______________________________

____

4. Have you had any special job training?____________

5a. What type(s) of training did you receive?__________

____

b. Where did you receive the training?________________

____

PART III. EMPLOYMENT SEARCH KNOWLEDGE:

1. How do you go about getting a job? (employment agency, newspaper, friend, etc.)__________________________

2. For what types of jobs have you looked?____________

____

3a. Have you ever been interviewed for a job?__________

b. What happened?______________________________

____

4. Do you think you got/didn't get the job because of your interview?______________________________

5. Have you ever filled out a job application?__________

6a. Did you find the application difficult to complete?____

b. Why?____

____

NEEDS ASSESSMENT

(PASSPORT TO A JOB)

PART III. EMPLOYMENT SEARCH KNOWLEDGE (CONT'D):

7. How do you inform employers of your arrest and/or conviction record?______________________________

____

8. What is their reaction?______________________________

____

9a. Do you have a resume?______________________________

b. Do you know how to write a resume?________________

c. Have you ever submitted a resume?________________

PART IV. EMPLOYMENT EXPECTATIONS:

1. What kind of job would you like?________________

____

2. For what type of job do you think you are qualified?__

____

3. What salary do you expect?______________________

4. Would you accept a job paying minimum wage ($3.35 p/h)?

b. Why?____

PART V. PERSONAL HISTORY:

1. How old are you?______________________________

2a. What is the last school you attended?

b. What is the highest grade you completed?__________

c. Do you have a diploma?________________________

3. Are you married?______________________________

4a. Do you have children?__________________________

b. What are their ages?__________________________

NEEDS ASSESSMENT

(PASSPORT TO A JOB)

PART V. PERSONAL HISTORY (CONT'D):

5. What is the source of your income?__________________

6. What is the nature of your conviction/arrest?__________

____

7. Upon release with whom and where will you live?______

____

8. Do you have a social security card?__________________

9a. Do you know how to clean up your RAP sheet?_________

b. Do you know how obtain a Certificate of Relief from Disabilities, or Certificate of Good Conduct?___________

10. When released will you seek employment, public assistance, and/or housing?________________________

PART VI. TRAINING:

1. If you were offered a chance to participate in a training program on how to get a job what topics should be included?____________________________________

____

2. Do you have any other suggestions or thoughts you would like to share?_________________________________

____

PART VII. INTERVIEWERS SUMMARY:

____

____

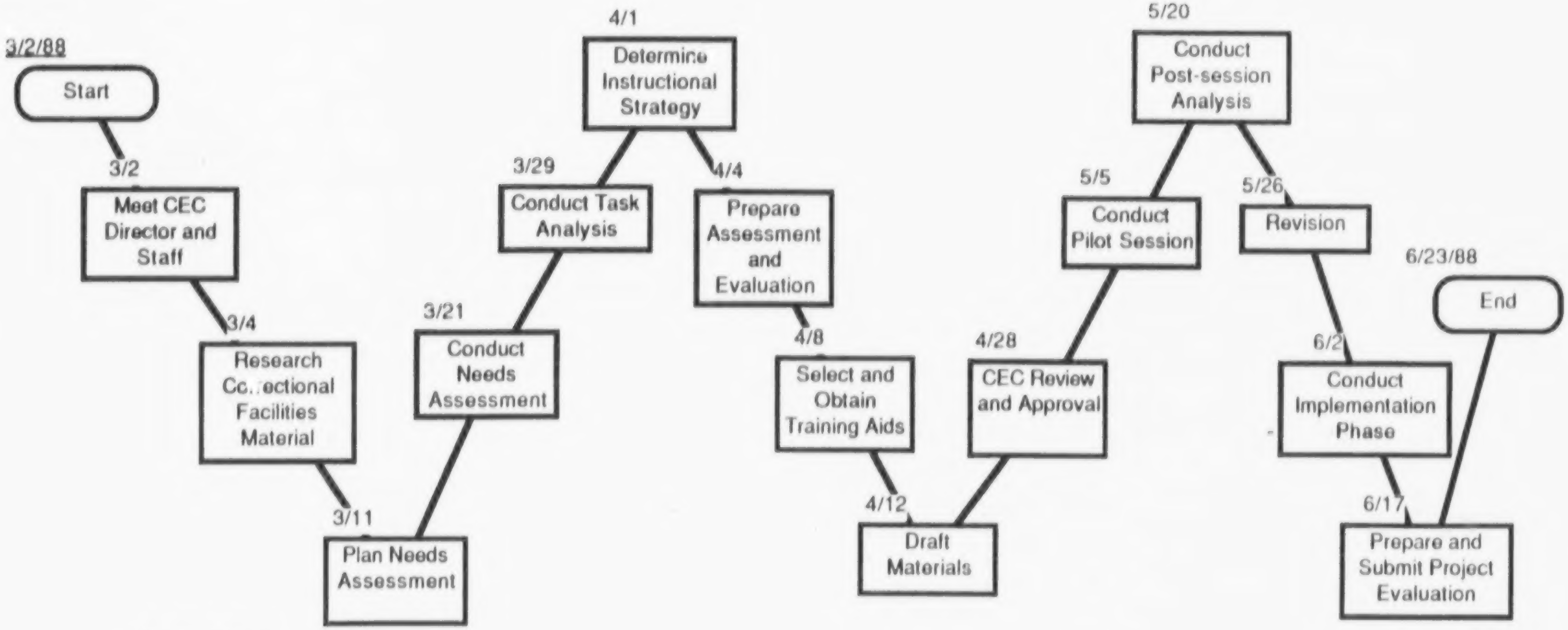
____

____

APPENDIX B

PROJECT PLANNING

Passport to a Job
Project Development Plan



3/2/88 Start

3/2 Meet CEC Director and Staff

3/4 Research Correctional Facilities Material

3/11 Plan Needs Assessment

3/21 Conduct Needs Assessment

3/29 Conduct Task Analysis

4/1 Determine Instructional Strategy

4/4 Prepare Assessment and Evaluation

4/8 Select and Obtain Training Aids

4/12 Draft Materials

4/28 CEC Review and Approval

5/5 Conduct Pilot Session

5/20 Conduct Post-session Analysis

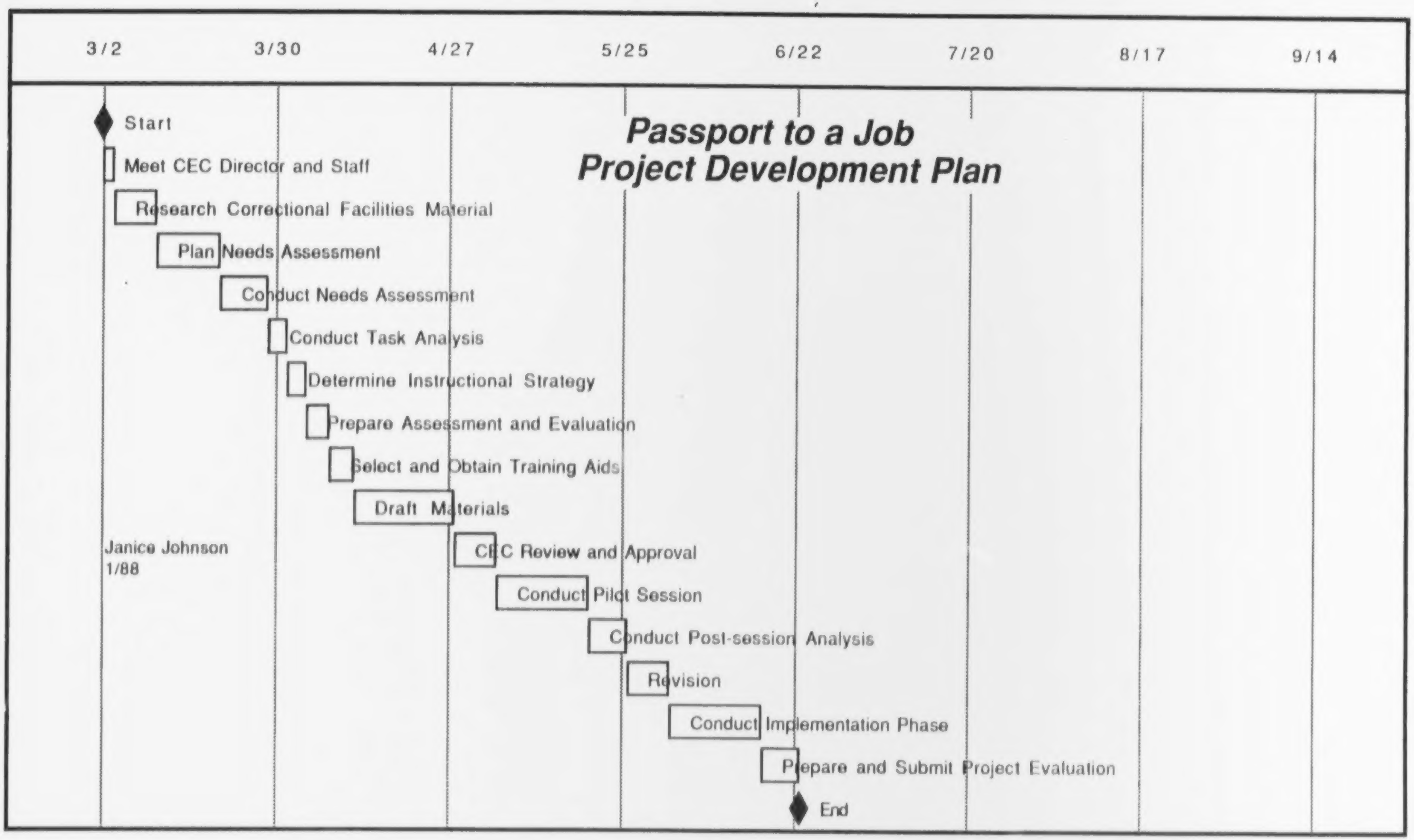
5/26 Revision

6/2 Conduct Implementation Phase

6/17 Prepare and Submit Project Evaluation

6/23/88 End

Janice Johnson
1/88



Passport to a Job
Project Development Plan

Janice Johnson
1/88

APPENDIX C

BUDGET METHODOLOGY AND FORMULAS

Budget Methodology and Formulas

I. Methodology:

- A. Design Development, Implementation
  - 1. 50 hours of production allotted for each presentation hour. Total = 600 hours.
  - 2. Production ratio per task category:
    - a. Consulting - 75% (includes planning, analysis, developing objectives, developing materials, pilot testing). Total = 450 hours.
    - b. Conducting Training - 10% (includes revising, preparation, presentation of final product). Total = 60 hours.
    - c. Evaluation - 15% (includes design and data analysis) Total = 90 hours.
- B. Salaries/compensations (based on 40 hour week)

  Designer = $50,000 per year; $961.54 per week; $24.04 hour.

  CEC Director = $60,000 per year; $1153.85 per week; $28.85 per hour.

  CEC Instructor = $25,084.80 per year; $482.40 per week; $12.06 per hour.

  Correction Officer = $27,913.60 per year; $536.80 per week; $13.42 per hour.

II. Formulas

A. Training Budget

1. Staff Salaries: number of people x salary x number of hours on project.

*2. Trainees: number of trainees x salary x training hours (includes hours for assessment, pilot, and training).

3. Materials: unit price x number of trainees.

B. Training Budget Unit Costs:

1. Cost per trainee: ÷ cost item $ by number of trainees.

2. Cost per hour: ÷ cost item $ by number of hours.

3. Cost per trainee hour: ÷ cost item $ by number of trainees × number of hours.

*Not applicable to this project.

APPENDIX D

INSTRUCTIONAL TASK ANALYSIS

INSTRUCTIONAL TASK ANALYSIS

Instructional Goal: Demonstrate the process of Securing Employment

---

Task 1
Restoration of Rights

Sub-tasks:

1. Describe process of cleaning up RAP sheet.
2. Identify the different certificates.
3. Identify needed certificate.
4. Describe procedure for obtaining certificate.

Task 2
Locate a potential job

Sub-tasks:

1. Identify sources of employment.
2. Interpret employment ads.
3. Evaluate job qualifications.
4. Select method of contacting employer.

Task 3
Recognize and cope with discrimination

Sub-tasks:

1. Describe what types of discriminatory practices occur in businesses.
2. Describe why some employers discriminate.
3. Describe methods of coping if confronted with discrimination.

Task 4
Prepare a resume

Sub-tasks:
1. Prepare a chronological history profile.
2. Identify resume formats.
3. Select a resume format.
4. Determine how to present negative information.

Task 5
Prepare a cover resume letter

Sub-tasks:
1. Describe letter format.
2. Identify to whom letter will be addressed.
3. Determine what information will be included.
4. Draft a covering resume letter.
5. Proof read the letter.
6. Prepare final draft.

Task 6
Complete a job application

Sub-tasks:
1. Describe application components.
2. Describe the similarities of resume and job application.
3. Use history profile and resume to complete job application.

Task 7

Demonstrate interviewing techniques

Sub-tasks:

1. Describe the importance of the job interview.
2. Identify what information and documents will be needed.
3. Decide what information will be shared during the interview.
4. Demonstrate interviewing techniques by: a) opening interview with a greeting and smile; b) maintaining eye contact; c) maintaining a responsive posture; d) responding to questions; e) asking questions; and f) exiting interview with a smile and handshake.

APPENDIX E

INSTRUCTIONAL STRATEGY

INSTRUCTIONAL STRATEGY

Learning Process	Instructional Event	Lesson Plan
Attention/ alertness	Gaining attention	1. Introduce self and welcome trainees. 2. Have trainees introduce selves. 3. Inform trainees of house rules. 4. Tell trainees about course and how it will be conducted.
Expectancy	Inform learner of objectives, activating motivation	1. Elicit from trainees the type of skills they expect to gain from the training program. 2. Inform trainees of the skills the program will provide (objectives). 3. Compare their responses to the objectives. 4. Inform class of pre-test and how it will be used. 5. Administer pre-test. 6. Review job application section of pre-test.
Retrieval to memory	Stimulating recall of prior knowledge	1. Ask class to review the job application. 2. Elicit trainee descriptions of past job searches and interviews. 3. Relate responses to objectives.

Learning Process	Instructional Event	Lesson Plan
Selective Perception	Presenting the stimulus material	1. Inform trainees of the laws affecting the hiring of ex-inmates. 2. Ask trainees if they know how to restore their rights. 3. Inform trainees of procedures governing restoration of rights.
Encoding:Entry to LTM storage	Providing learning guidance	1. Encourage a trainee to repeat (paraphrase) procedures. 2. Correct explanation if necessary, or have another trainee give input.
Responding	Eliciting performance	1. Randomly select trainees to identify certificate needed, and why.
Reinforcement	Providing feedback, assessing performance	1. Give feedback to responders.
Cueing/ retrieval	Enhancing retention and transfer	1. Review objectives met. 2. Encourage questions. 3. Inform trainees of items to be covered at next session, or if time continue instruction.
Day Two:		
Attention/ alertness	Gaining attention	1. Welcome trainees 2. Ask if there are questions about previous session topics. 3. Clarify any misunderstandings. 4. Ask volunteer to summarize prior session, add comments.

Learning Process	Instructional Event	Lesson Plan
Expectancy	Inform learners of objectives, activating motivation	1. Inform trainees of objectives, and how session will be conducted.
Retrieval to memory	Stimulating recall of prior knowledge	1. Ask trainees if the information noted on the job application is in chronological order. 2. Ask if all their employment history is indicated. 3. Ask trainees to prepare a chronological employment history profile, using the application as a guide. 4. Ask how many trainees have ever prepared a resume. 5. Ask how many have ever needed a resume.
Selective perception	Presenting the stimulus material	1. Explain the resume components and formats. 2. Show a completed resume in each format. 3. Have trainees select a format and prepare a resume.

Learning Process	Instructional Event	Lesson Plan
Encoding:entry to LTM storage	Providing learning guidance	1. Review trainees' resumes. 2. Give feedback. 3. Elicit explanation of the similarities to a job application. 4. Give feedback.
Responding	Eliciting performance	1. Encourage a trainee to share resume with class. 2. Elicit critiques.
Reinforcement	Providing feedback, assessing performance	1. Thank volunteer and class. 2. Comment on the suggestions and shared resume. 3. Relate activities to objectives.
Cueing/ retrieval	Enhancing retention and transfer	1. Review resume components and formats. 2. Summarize session. 3. Inform class of next sessions' activities.
Day Three:		
Attention alertness	Gaining attention	1. Welcome trainees. 2. Summarize prior day's activities.
Expectancy	Inform learners of objectives, activating motivation	1. Inform trainees of objectives.

Learning Process	Instructional Event	Lesson Plan
Retrieval to memory	Stimulating recall of prior knowledge	1. Ask trainees if they know why and when a covering letter should accompany a resume.
Selective perception	Presenting the stimulus material	1. Inform trainees that employment notices often indicate "send resume". 2. Show employment notices. 3. Ask class to interpret notices. 4. Elicit employment sources responses. 5. Describe letter format. 6. Show a letter.
Encoding:entry to LTM storage	Providing learning guidance	1. Have trainees draft a letter. 2. Have trainees proof read, and prepare final draft. 3. Review letter format. 4. Review trainee letters. 5. Give feedback.
Responding	Eliciting performance	1. Encourage a volunteer to share letter with class. 2. Encourage comments.
Reinforcement	Providing feedback, assessing performance	1. Comment on suggestions. 2. Give feedback to class and volunteer.
Cueing/ retrieval	Enhancing retention and transfer	1. Relate activities to objectives. 2. Ask trainee to summarize. 3. Inform class of activities for next class.

Learning Process	Instructional Event	Lesson Plan
Day Four:		
Attention/ alertness	Gaining attention	1. Welcome Trainees. 2. Review previous activities.
Expectancy	Inform learners of objectives activating motivation	1. Inform trainees of objectives. 2. Explain how class will be conducted (including post-test and evaluation questionnaire).
Retrieval to memory	Stimulating recall of prior knowledge	1. Ask how many have been on job interviews. 2. Ask 3-5 trainees to describe what happened. 3. Ask if any trainee ever experienced discrimination. 4. Ask how they felt and what they did.
Selective perception	Presenting the stimulus material	1. Describe the characteristics of discrimination. 2. Describe coping methods. 3. Describe the characteristics of a good interview.
Responding	Eliciting performance	1. Ask for volunteers for interviewing role plays/simulations. 2. Facilitate role plays/simulations.

Learning Process	Instructional Event	Lesson Plan
Reinforcement	Providing feedback, assessing performance	1. Have class critique performances. 2. If time allows, have performances repeated. 3. Comment on performances and class input.
Cueing/ retrieval	Enhancing retention and transfer	1. Review activities and objectives. 2. Administer post-test. 3. Administer evaluation questionnaire. 4. Summarize session, and thank trainees for their participation.

APPENDIX F

EVALUATION MATERIALS

PRE-TEST

First name:______________________

DIRECTIONS:

This test is in two parts. For Part I, answer all questions by placing an X in the space provided to the left of your answer. Part II, "Employment Application," is to be completed by filling in your personal and work history. Do not be concerned if dates are incorrect, or information is missing. Complete as much of the application as possible. You will have 20 minutes to complete this test.

PART I:

1. Who is eligible for a Certificate of Relief from Disabilities?
   a)__ all inmates
   b)__ an offender convicted of misdemeanors and one felony
   c)__ an ex-inmate convicted of felonies
2. Who qualifies for a Certificate of Good Conduct?
   a)__ all inmates
   b)__ an ex-inmate convicted of felonies
   c)__ an offender convicted of misdemeanors and one felony
3. What is a RAP sheet?
   a)__ a sheet used when talking
   b)__ a listing of convictions
   c)__ a listing of arrest and convictions

4. What is a resume?

   a)__ a summary of your career and qualifications

   b)__ a long, detailed account of your previous jobs

   c)__ a detailed history of your career and qualifications

5. Why should a covering letter be sent with a resume?

   a)__ to add information omitted from the resume

   b)__ to let the employer know why you are sending the resume

   c)__ to let the employer know you can write a letter

6. To find a job you should

   a)__ ask friends

   b)__ check newspaper help wanted ads

   c)__ ask friends, check newspaper ads, check with agencies

7. When you are interviewed for a job what should you do?

   a)__let the interviewer do all the talking

   b)__ not smile or keep eye contact

   c)__tell as little about yourself as possible

   d)__ none of the above

-COMPLETE PART II ON NEXT PAGE-

BEST COPY AVAILABLE

PRE-TEST: PART II

Employment Application

Name	(First)	(Last)		Date
Address	(Street and Number)			Social Security #
	(City)	(State)	(Zip Code)	Telephone

Type of Work Desired When can you start

EMPLOYMENT BACKGROUND

List below your three most recent employers, beginning with the current or most recent one. (If you have had less than three employers, use the remaining spaces for personal references.) If you were employed under a maiden or other name, please enter that name in the right hand margin.

MAY WE CONTACT YOUR PRESENT EMPLOYER ☐ Yes ☐ No

(most recent first)

Name __________ Address __________ (include zip code)

Phone __________ Type of work __________

Date started _____ Date left _____ Salary or wage _____

Reason for leaving __________

Name __________ Address __________ (include zip code)

Phone __________ Type of work __________

Date started _____ Date left _____ Salary or wage _____

Reason for leaving __________

Name __________ Address __________ (include zip code)

Phone __________ Type of work __________

Date started _____ Date left _____ Salary or wage _____

Reason for leaving __________

[illegible]

[illegible]

Special or occupational skills (typing, shorthand, [illegible])

EDUCATION

	Name and Address	Major Subject	Degree
High School			
College			
Graduate School			
Other Education			

MILITARY EXPERIENCE

Branch of Service __________ From (Mo. Yr.) _____ To (Mo. Yr.) _____

Active or Reserve _____ Rank Rate _____ Specialization _____

Discharge Honorable? _____ Other (Explain) _____

CITIZENSHIP

Are you a citizen? ☐ Yes ☐ No If no, Alien Registration Card No. _____

Do you have the legal right to work in this country? ☐ Yes ☐ No

PHYSICAL

Any health problems or physical defects which could affect your employment? ☐ Yes ☐ No

If any such health problems or physical defects exist, please explain __________

CONVICTION RECORD

Have you ever been convicted of any violation of the law? (Exclude minor Traffic Violations) ☐ Yes ☐ No If yes, provide details in spaces below.

Offense	Date	City and State	[illegible]

Hobbies & Interests __________

CHARACTER REFERENCES (Not relatives)

Name	Address	Occupation

[illegible] of my knowledge the above information is correct. I understand that ACTION [illegible] may wish to investigate my character and qualifications for employment by [illegible] my references and former employers and I have no objection to this. I understand that any employment is subject to [illegible] a 90 day [illegible] period.

Signature

PERFORMANCE ASSESSMENT CHECKLIST

Directions: Circle applicable rating for each task unit to calculate subtotal. Tally subtotals to arrive at grand total. Passing score = 15 or more points.

TASK	RATING SCALE		
	EXCELLENT	GOOD	POOR
Task 4 - Prepare a resume			
Prepare a resume in selected format, exhibiting:			
a. Biographical information	(1.3)	(1)	(.5)
b. Education	(1.3)	(1)	(.5)
c. Experience/Skills, and Work history	(1.3)	(1)	(.5)
d. Negative information positively	(1.3)	(1)	(.5)
e. References	(1.3)	(1)	(.5)
Subtotal:			
Task 5 - Prepare a cover resume letter			
Prepare a cover letter in correct format showing:			
a. Addressee mailing information	(1.3)	(1)	(.5)
b. Greeting (proper form of address)	(1.3)	(1)	(.5)
c. Purpose statement	(1.3)	(1)	(.5)
d. Body (asset to company and interests)	(1.3)	(1)	(.5)
e. Closing statement (request for interview)	(1.3)	(1)	(.5)
Subtotal:			
Task 7 - Demonstrate interviewing techniques			
Demonstrate effective interviewing techniques by:			
a. Opening interview with a greeting and smile	(2)	(1)	(.5)
b. Maintaining eye contact with interviewer	(2)	(1)	(.5)
c. Maintaining a responsive posture	(2)	(1)	(.5)
d. Responding to questions clearly	(2)	(1)	(.5)
e. Asking questions	(2)	(1)	(.5)
f. Exiting interview with a smile and handshake	(2)	(1)	(.5)
Subtotal:			
Performance Assessment Grand Total:			

POST TEST

First Name:______________

DIRECTIONS:

You will have 15 minutes to complete this test. Please answer all questions by placing an X to the left of your answer, or writing your answers where indicated.

---

1. A Certificate of Relief From Disabilities is for
   a)__ all inmates
   b)__ an offender convicted of misdemeanors and one felony
   c)__ an ex-inmate convicted of felonies.
2. You qualify for a Certificate of Good Conduct if
   a)__ you have been an inmate
   b)__ you have been convicted of felonies
   c)__ you have been convicted of misdemeanors and only one felony.
3. What is a RAP sheet?
   a)__ a sheet used when talking to friends
   b)__ a listing of convictions
   c)__ a listing of arrests and convictions
4. Why should you have your rights restored?

   ____

   ____

5. What should you look for when reviewing your RAP sheet?

   ____

   ____

6. What is a resume?

a)__ a summary of your career and qualifications

b)__ a long, detailed account of your previous jobs

c)__ a detailed history of your career and qualifications

7. Why should a covering letter be sent with a resume?

a)__ to add information missing from the resume

b)__ to let the employer know why you are sending the resume

c)__ to let the employer know you can write a letter

8. When you are looking for a job you should

a)__ ask friends

b)__ check newspaper help wanted ads

c)__ go to an employment agency

d)__ all of the above

9. What should you do before going on a job interview?

a)__ let your friends know

b)__ make sure you have all necessary papers/documents

c)__ be sure to wear a watch

10. Name three things you should do during an interview

1).____

2).____

3).____

ANSWER SHEET

PRE-TEST:

Part I -

1=b an offender convicted of misdemeanors and one felony

2=b an ex-inmate convicted of felonies

3=c a listing of arrest and convictions

4=a a summary of your career and qualifications

5=b to let the employer know why you are sending the resume

6=c ask friends, check newspaper ads, check with agencies

7=d none of the above

POST TEST:

1=b an offender convicted of misdemeanors and one felony

2=b you have been convicted of felonies

3=c a listing of arrests and convictions

4(key words: to work, to be licensed, to vote)

5(key words: duplication of items, youthful offender items, arrests not leading to convictions)

6=a a summary of your career and qualifications

7=b to let the employer know why you are sending the resume

8=d all of the above

9=b make sure you have all necessary papers/documents

10= smile, maintain eye contact, answer questions, ask questions, express desire to work for company, emphasize your qualifications to fulfill job duties, thank interviewer for interview

PASSPORT TO A JOB

EVALUATION QUESTIONNAIRE

Directions:

Please answer the following questions. Your answers will be used to plan future sessions and to improve Passport To A Job. Answer questions by placing an **X** in the appropriate rating box. Thank you for your help.

Rating Scale: E = Excellent; VG = Very Good
S = Satisfactory; U = Unsatisfactory

	E	VG	S	U
1. What is your overall rating of this course?	☐	☐	☐	☐
2. How well did the course meet the stated objectives?	☐	☐	☐	☐
3. How would you rate the course materials?	☐	☐	☐	☐
4. How would you rate				
a. the instructor's knowledge?	☐	☐	☐	☐
b. the instructor's responsiveness to students?	☐	☐	☐	☐
c. the instructor's involvement of students?	☐	☐	☐	☐
5. How would you rate				
a. the length of the sessions?	☐	☐	☐	☐
b. group discussions?	☐	☐	☐	☐
c. exercises?	☐	☐	☐	☐

Please explain your answers: ______________________________

____

6. How will you use the information learned in the course?

____

____

7. What did you like most about the course? ____________________

____

8. What would you change to improve the course? ____________________

____

____

APPENDIX G

INSTRUCTIONAL MATERIALS

"PASSPORT TO A JOB"

LEADER'S GUIDE

(INCLUDES PARTICIPANT MATERIALS)

DESIGNED AND PRODUCED BY
JANICE K. JOHNSON
FOR
CORRECTIONAL EDUCATION CONSORTIUM, INC.
ESTHER ROTHMAN, PH.D., EXECUTIVE DIRECTOR

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PASSPORT TO A JOB

LEADER'S GUIDE

How to Use This Guide:

This Leader's Guide has been provided for instructional presentation of pre-employment skills training.

Special directions are noted to the left of instructional information. Special directions are indicated by a symbol (see **Symbols**). In addition to participant materials, suggested scripts are presented. Scripts may be paraphrased at the instructor's discretion, as long as the content is presented accurately.

Allotted time for presentations and exercises appear to the right of the instructional activity. These time frames may be altered at the discretion of the instructor, and if the instructional information can be covered within the new time frames.

"Passport To A Job" has been divided into four sections. If time permits sections can be combined and/or overlapped. The section time frames are:

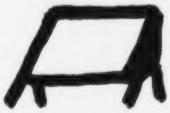
- Session One = 2 hours, and 25 minutes
- Session Two = 2 hours
- Session Three = 1 hour, and 50 minutes
- Session Four = 3 hours.

Leader's Guide pages are placed opposite the participant page for viewing relationship ease.

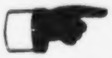
Materials Needed:

Flip charts and markers, or blackboard, chalk and eraser.
Pre and Post Tests, and Evaluation Questionnaire.
Pencils and Scrap paper
Double pocket folders for participant materials.

Symbols:



= Flip Chart or Blackboard



= [Suggested Script]

Classroom Arrangement:

Recommended - 1. Desk and chairs in horseshoe "U" configuration
2. Desk and chairs in chevron configuration
3. Desk and chairs in classroom style.

TEST INSTRUMENTS

PRE-TEST

PERFORMANCE ASSESSMENT CHECKLIST

POST TEST

EVALUATION QUESTIONNAIRE

PRE-TEST

First name:______________________

DIRECTIONS:

This test is in two parts. For Part I, answer all questions by placing an X in the space provided to the left of your answer. Part II, "Employment Application," is to be completed by filling in your personal and work history. Do not be concerned if dates are incorrect, or information is missing. Complete as much of the application as possible. You will have 20 minutes to complete this test.

PART I:

1. Who is eligible for a Certificate of Relief from Disabilities?

   a)__ all inmates

   b)__ an offender convicted of misdemeanors and one felony

   c)__ an ex-inmate convicted of felonies

2. Who qualifies for a Certificate of Good Conduct?

   a)__ all inmates

   b)__ an ex-inmate convicted of felonies

   c)__ an offender convicted of misdemeanors and one felony

3. What is a RAP sheet?

   a)__ a sheet used when talking

   b)__ a listing of convictions

   c)__ a listing of arrest and convictions

4. What is a resume?

a)__ a summary of your career and qualifications

b)__ a long, detailed account of your previous jobs

c)__ a detailed history of your career and qualifications

5. Why should a covering letter be sent with a resume?

a)__ to add information omitted from the resume

b)__ to let the employer know why you are sending the resume

c)__ to let the employer know you can write a letter

6. To find a job you should

a)__ ask friends

b)__ check newspaper help wanted ads

c)__ ask friends, check newspaper ads, check with agencies

7. When you are interviewed for a job what should you do?

a)__let the interviewer do all the talking

b)__ not smile or keep eye contact

c)__tell as little about yourself as possible

d)__ none of the above

-COMPLETE PART II ON NEXT PAGE-

ACTION LEATHER

Employment Application

Name	(First)	(Last)	Date
Address	(Street and Number)		Social Security #
(City)	(State)	(Zip Code)	Telephone
Type of Work Desired		When can you start?	

EMPLOYMENT BACKGROUND

List below your three most recent employers, beginning with the current or most recent one. (If you have had less than three employers, use the remaining spaces for personal references.) If you were employed under a maiden or other name, please enter that name in the right hand margin.

MAY WE CONTACT YOUR PRESENT EMPLOYER ☐ Yes ☐ No

(most recent first)

Name ______________________ Address ______________________ (include zip code)

Phone ______________________ Type of work ______________________

Date started ____________ Date left ____________ Salary or wage ________ (start) (end)

Reason for leaving ______________________

Name ______________________ Address ______________________ (include zip code)

Phone ______________________ Type of work ______________________

Date started ____________ Date left ____________ Salary or wage ________ (start) (end)

Reason for leaving ______________________

Name ______________________ Address ______________________ (include zip code)

Phone ______________________ Type of work ______________________

Date started ____________ Date left ____________ Salary or wage ________ (start) (end)

Reason for leaving ______________________

Foreign languages you speak fluently Read

Licenses and Certificates Held (Auto Driver, Truck Driver, Pilot, Marine, Radio, etc.)

Special or occupational skills (typing, shorthand, machine operator, etc.)

EDUCATION

EDUCATION	Name and Address	Major Subject	Degree
High School			
College			
Graduate School			
Other Education			

MILITARY EXPERIENCE

Branch of Service ______________ From (Mo./Yr.) ______ To (Mo./Yr.) ______

Active or Reserve ______ Rank Rate ______ Specialization ______________

Discharge Honorable? ______________ Other (Explain) ______________

CITIZENSHIP

Are you a citizen? ☐ Yes ☐ No If no, Alien Registration Card No. ______________

Do you have the legal right to work in this country? ☐ Yes ☐ No

PHYSICAL

Any health problems or physical defects which could affect your employment? ☐ Yes ☐ No

If any such health problems or physical defects exist, please explain ______________

CONVICTION RECORD

Have you ever been convicted of any violation of the law? (Exclude minor Traffic Violations) ☐ Yes ☐ No If yes, provide details in spaces below

Offense	Date	City and State	Dispositions (Suspension, Probation, Fine, Etc.)

Hobbies & Interests ______________________

CHARACTER REFERENCES (Not relatives)

Name	Address	Occupation

111

To the best of my knowledge the above information is correct. I understand that *ACTION LEATHER* may wish to investigate my character and qualifications for employment by questioning my references and former employers and I have no objection to this. I understand that my employment is subject to a physical examination and a 90-day probation period.

Signature ______________________

PERFORMANCE ASSESSMENT CHECKLIST

Directions: Circle applicable rating for each task unit to calculate subtotal. Tally subtotals to arrive at grand total. Passing score = 15 or more points.

TASK	RATING SCALE		
	EXCELLENT	GOOD	POOR
Task 4 - Prepare a resume			
Prepare a resume in selected format, exhibiting:			
a. Biographical information	(1.3)	(1)	(.5)
b. Education	(1.3)	(1)	(.5)
c. Experience/Skills, and Work history	(1.3)	(1)	(.5)
d. Negative information positively	(1.3)	(1)	(.5)
e. References	(1.3)	(1)	(.5)
Subtotal:			
Task 5 - Prepare a cover resume letter			
Prepare a cover letter in correct format showing:			
a. Addressee mailing information	(1.3)	(1)	(.5)
b. Greeting (proper form of address)	(1.3)	(1)	(.5)
c. Purpose statement	(1.3)	(1)	(.5)
d. Body (asset to company and interests)	(1.3)	(1)	(.5)
e. Closing statement (request for interview)	(1.3)	(1)	(.5)
Subtotal:			
Task 7 - Demonstrate interviewing techniques			
Demonstrate effective interviewing techniques by:			
a. Opening interview with a greeting and smile	(2)	(1)	(.5)
b. Maintaining eye contact with interviewer	(2)	(1)	(.5)
c. Maintaining a responsive posture	(2)	(1)	(.5)
d. Responding to questions clearly	(2)	(1)	(.5)
e. Asking questions	(2)	(1)	(.5)
f. Exiting interview with a smile and handshake	(2)	(1)	(.5)
Subtotal:			

Performance Assessment Grand Total: ____________

POST TEST

First Name:_____________

DIRECTIONS:

You will have 15 minutes to complete this test. Please answer all questions by placing an X to the left of your answer, or writing your answers where indicated.

---

1. A Certificate of Relief From Disabilities is for
   a)__ all inmates
   b)__ an offender convicted of misdemeanors and one felony
   c)__ an ex-inmate convicted of felonies.
2. You qualify for a Certificate of Good Conduct if
   a)__ you have been an inmate
   b)__ you have been convicted of felonies
   c)__ you have been convicted of misdemeanors and only one felony.
3. What is a RAP sheet?
   a)__ a sheet used when talking to friends
   b)__ a listing of convictions
   c)__ a listing of arrests and convictions
4. Why should you have your rights restored?

   ____

   ____
5. What should you look for when reviewing your RAP sheet?

   ____

   ____

6. What is a resume?

a)__ a summary of your career and qualifications

b)__ a long, detailed account of your previous jobs

c)__ a detailed history of your career and qualifications

7. Why should a covering letter be sent with a resume?

a)__ to add information missing from the resume

b)__ to let the employer know why you are sending the resume

c)__ to let the employer know you can write a letter

8. When you are looking for a job you should

a)__ ask friends

b)__ check newspaper help wanted ads

c)__ go to an employment agency

d)__ all of the above

9. What should you do before going on a job interview?

a)__ let your friends know

b)__ make sure you have all necessary papers/documents

c)__ be sure to wear a watch

10. Name three things you should do during an interview

1).____

2).____

3).____

ANSWER SHEET

PRE-TEST:

Part I -

1=b an offender convicted of misdemeanors and one felony

2=b an ex-inmate convicted of felonies

3=c a listing of arrests and convictions

4=a a summary of your career and qualifications

5=b to let the employer know why you are sending the resume

6=c ask friends, check newspaper ads, check with agencies

7=d none of the above

POST TEST:

1=b an offender convicted or misdemeanors and one felony

2=b you have been convicted of felonies

3=c a listing of arrests and convictions

4(key words: to work, to be licensed, to vote)

5(key words: duplication of items, youthful offender items, arrests not leading to convictions)

6=a a summary of your career and qualifications

7=b to let the employer know why you are sending the resume

8=d all of the above

9=b make sure you have all necessary papers/documents

10= smile, maintain eye contact, answer questions, ask questions, express desire to work for company, emphasize your qualifications to fulfill job duties, thank interviewer for interview

PASSPORT TO A JOB

EVALUATION QUESTIONNAIRE

Directions:

Please answer the following questions. Your answers will be used to plan future sessions and to improve Passport To A Job. Answer questions by placing an **X** in the appropriate rating box. Thank you for your help.

Rating Scale: E = Excellent; VG = Very Good
S = Satisfactory; U = Unsatisfactory

	E	VG	S	U
1. What is your overall rating of this course?	☐	☐	☐	☐
2. How well did the course meet the stated objectives?	☐	☐	☐	☐
3. How would you rate the course materials?	☐	☐	☐	☐
4. How would you rate				
a. the instructor's knowledge?	☐	☐	☐	☐
b. the instructor's responsiveness to students?	☐	☐	☐	☐
c. the instructor's involvement of students?	☐	☐	☐	☐
5. How would you rate				
a. the length of the sessions?	☐	☐	☐	☐
b. group discussions?	☐	☐	☐	☐
c. exercises?	☐	☐	☐	☐

Please explain your answers:________________________________

____

6. How will you use the information learned in the course?

____

____

7. What did you like most about the course?______________________

____

8. What would you change to improve the course?___________________

____

____

BUILDING
MAINTE
E
WINDOW

FASHION

HEALTH CARE
CAREERS

"PASSPORT TO A JOB"

A PRE-EMPLOYMENT TRAINING GUIDE

FOR

RIKER'S ISLAND INMATES

TRUCK DRIVER
& HEAVY EQUIP.
TRAINING

ENTER THE WORLD OF TECHNOLOGY AS A
COMPUTER DATA
ENTRY SPECIALIST

SPONSORED BY

THE CORRECTIONAL EDUCATION CONSORTIUM, INC.

(EXECUTIVE DIRECTOR, ESTHER ROTHMAN, PH.D.)

DESIGNED AND PRODUCED BY

JANICE K. JOHNSON

WORD
PROCESSING

TRAVEL AGENT
TOUR GUIDE
AIRLINE
RESERVATIONIST

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Leader's Guide: Pre-Instructional Activity

Allotted Time: 15 Minutes

Pre-Instructional Activity:

- Welcome trainees/participants
- Introduce self, and have trainees do same
- Inform trainees of house rules
  length of session
  time of breaks (if any)
  respecting opinions of others
  active participation
  leaving room

- Describe the course and how it will be conducted:

☛ **[Suggested Script]:**

This course is Passport To A Job. You will be learning skills needed to seek and secure employment. Topics to be covered include restoring your rights, resume writing, and interviewing techniques. Simple tests will be given, but will only be used to improve the program and the learning experience. The course is divided into four sessions. Each session is two hours long. Sessions will begin at ____, and end at ____. Work folders will be given at the beginning of each session, and collected at session end. The work folder will be yours, to use for future reference, at the end of the last session.

Leader's Guide: Opposite Page 1

SESSION I

ACTIVITY ONE: **Allotted Time: 20 Minutes**

1. In-class Assessment

- Elicit from trainees the types of skills they expect to gain from the training program.
- Write responses on flip chart/black board

2. Inform trainees of program goal and objectives

☛ **[Suggested Script]:**

Goal: You will use the skills and knowledge gained in the sessions to secure employment.

Objectives: Upon completion of this workshop, you will be able to:

a. Describe how to restore your rights.
b. Describe how to clean up your police record.
c. Write a resume in one of two formats.
d. Write a resume cover letter.
e. Apply interviewing techniques in a job interview.

3. Compare trainees' responses to course objectives.

ACTIVITY TWO: PRE-TEST **Allotted Time: 25 Minutes**

1. Inform class of pre-test, how it will be used, and how to complete test items.
   a. Trainees will have 20 minutes to complete test.
   b. Part I is to be collected for comparison to post test.
   c. Part II, the job application, is to be kept by trainee, in work folder. (Note: the job application will be used for future exercises.)

2. Administer pre-test
   - After Part I is collected, inform trainees that they will receive answers to questions during each session.

"PASSPORT TO A JOB"

COURSE GOALS AND OBJECTIVES

GOAL: TO IMPROVE THE EFFECTIVENESS OF YOUR PRE-EMPLOYMENT SKILLS AND KNOWLEDGE.

OBJECTIVES:

Upon completion of this workshop, you will be able to:

- DESCRIBE HOW TO RESTORE YOUR RIGHTS
- DESCRIBE HOW TO CLEAN UP YOUR POLICE RECORD
- WRITE A RESUME IN ONE OF TWO FORMATS
- APPLY INTERVIEWING TECHNIQUES IN A JOB INTERVIEW.

Leader's Guide: **Opposite Page 2**

ACTIVITY THREE **Allotted Time:20 Minutes**

Instruction Initiation:

1. Ask trainees-
   - a) if they know of any laws concerning hiring of ex-inmates?
   - b) if they know what rights were taken away when they were convicted?
   - c) who can look at their arrest records?
   - d) how do you make sure there are not any errors on your records?
   - e)how do you restore your rights?

2. Inform trainees of objectives for this session.

[Suggested Script]:

Objectives: - At the end of this session you will be able to:
- a) Explain why you should have your rights restored.
- b) Explain how to restore your rights.
- c) Explain how and why you should clean up your official police record.

3. Inform trainees of the laws governing hiring of ex-inmates:

[Suggested Script];

Some felony and misdemeanor convictions legally prohibit your working in certain jobs, or applying for certain types of licenses. Example: working in a liquor store, bank, or for the government; being licensed as a taxi driver, cashier, or nurse. But, if your rights are restored you can work just about anywhere, and be licensed.

When you are convicted, you also loose the right to vote, to come and go when you please, to hold elected office, and the freedom of free choice.

SESSION ONE

Section 1: Restoring your rights. Cleaning up your police record.

Objectives:

At the end of this session you will be able to:

- EXPLAIN WHY YOU SHOULD HAVE YOUR RIGHTS RESTORED
- EXPLAIN HOW TO RESTORE YOUR RIGHTS
- IDENTIFY DOCUMENT NEEDED TO RESTORE YOUR RIGHTS
- EXPLAIN WHY YOU SHOULD CLEAN UP YOUR POLICE RECORD
- EXPLAIN HOW TO CLEAN UP YOUR POLICE RECORD.

NOTES:

ACTIVITY FOUR: INFORMATION PRESENTATION

INFORMATION PRESENTATION **Allotted Time: 15 Minutes**

DOCUMENTS AND PROCEDURES:

1. Describe documents and procedures for restoring rights.

[Suggested Script]:

When you are released you will be given Prison Discharge Papers. In addition, to restore rights lost because of your convictions, you will need to obtain a **Certificate of Relief From Disabilities,** or a **Certificate of Good Conduct.**

- You are eligible for a Certificate of Relief From Disabilities if your convictions are for misdemeanors and not more than one felony.

- You are eligible for a Certificate of Good Conduct if you have been convicted of more than one felony.

The certificates are official recognition that you have been rehabilitated.

2. **Obtaining Certificates:**

[Suggested Script]:

You can apply for a Certificate of Relief From Disabilities immediately after your conviction. If you spent no time upstate, a certificate can be granted by the court sentencing you. It takes one to five years before you can apply for a Certificate of Good Conduct.

You will need an application form to apply for the certificates. Your work folder has the address for requesting an application form.

3. **Cleaning up your RAP Sheet:**

If you have ever been arrested, even if not convicted, it is noted on a file called a **RAP Sheet (Record of Arrest Processing).**

Under the Freedom of Information Act, your arrest record can be seen by people not connected with the police department. This includes employers. Therefore, you should review your RAP Sheet to make sure that arrests not leading to convictions, and youthful offender convictions, do not appear. Also, make sure arrests and convictions are not duplicated. You can review your RAP Sheet while you are incarcerated. Who to contact and what you will need appears in your work folder.

RESTORING YOUR RIGHTS

1. When you are convicted of a crime you lose your right to____

   ____

2. You should have your rights restored because______________

   ____

   ____

3. There are two types of certificates that can restore your rights. The certificates are official recognition of________________________________.

4. A Certificate of Relief From Disabilities is for people convicted of______________________________________

   ____

5. A Certificate of Good Conduct is for people convicted of

   ____

6. A RAP sheet is a police record of________________________

7. You should clean up your RAP sheet because______________

   ____

8. The types of errors on the RAP sheet are________________

   ____

9. An employer has access to the RAP sheet under the__________

   ____

10. You have access to the RAP sheet under the______________

    ____

Leader's Guide: Opposite Page 4

ACTIVITY FIVE: RECAP **Allotted Time: 20 Minutes**

RECAP:

[Suggested Script]:

There are two kinds of certificates that restore your rights. You are eligible for a Certificate of Relief From Disabilities if you were convicted of misdemeanors and only one felony. You are eligible for a Certificate of Good Conduct if you were convicted of more than one felony. Both certificates restore your rights, and are official recognition that you have been rehabilitated.

If you don't get a certificate you may legally be prevented from working in certain jobs, and getting certain licenses.

Your RAP Sheet can be viewed by a potential employer. You should review it for any errors.

ACTIVITY SIX: REVIEW **Allotted Time: 30 Minutes**

1. Encourage a trainee to describe the Certificates and procedure to obtain them.
2. Correct/add to explanation, or elicit class input.
3. Randomly select trainees to identify the certificate needed, and to explain why.
4. Give positive/constructive feedback to respondees.
5. Review objectives met so far.
6. Encourage questions and give answers.
7. Inform trainees of topics for next session.
   - Ask trainees to think about their job history and qualifications for the next session.
   - Inform trainees that their work folders contain fact sheets for this purpose. They may take the fact sheets with them to complete for the next session.
8. Collect work folders and pencils.
9. Dismiss trainees.

REVIEW INFORMATION:

RESTORING YOUR RIGHTS -

To restore your rights, it is necessary to obtain:

- a CERTIFICATE OF RELIEF FROM DISABILITIES, for which are eligible if you have been convicted of only misdemeanors and not more than one felony, or one felony only.
- a CERTIFICATE OF GOOD CONDUCT, for which you are eligible if you have been convicted of more than one felony.

Certificates are an official recognition that you have been rehabilitated. If you have a Certificate, not only are most of your lost rights restored, but your criminal record cannot be held against you in applying for work, unless it is specifically job-related.

Many employers are forbidden by law to hire you unless you have one of the Certificates.

APPLYING FOR A CERTIFICATE-

You may apply for a Certificate of Relief From Disabilities immediately after your conviction.

To apply for a Certificate of Good Conduct you may have to wait one to five years.

To request an application form for either Certificate, write:

The State Parole Board
State Office Building Campus
Albany, New York 12226

CLEANING UP YOUR RAP SHEET:

All too often, arrests not leading to conviction, or youthful offender convictions remain for no just reason on your record. Or, a single arrest and conviction may be listed several times.

You should assume that every employer will have access to your rap sheet, and that many will not know how to interpret it correctly. Try to correct these mistakes before you begin to apply for jobs.

REVIEWING YOUR RAP SHEET:

To review your rap sheet while you are incarcerated, contact:

The State of New York
Division of Criminal Justice Services
Executive Tower
Stuyvesant Plaza
Albany, New York 12203 Tel:(518)457-6051

A representative will be sent to review your rap sheet with you. When you write to the address above, mention that you have a right to this information under the Freedom of Information Act.

To review your rap sheet after you are released, you must go in person to:

1 Police Plaza
Room 152A
New York, New York 10038-1497(Manhattan)
Tel:(212)374-5541

GETTING YOUR REQUEST PROCESSED

In order to process your request, a full set of fingerprints will be required. They will provide you with these for $10.00. Also required will be your Social Security number, date of birth, and a list of aliases you may have used. While you are there, you should ask for an application blank for challenging possible errors which you may find on your rap sheet.

RESOURCE ORGANIZATIONS

Your local office of The Legal Aid Society can assist you in reviewing your rap sheet.

The Legal Action Center runs free "Rap Sheet: workshops twice a month at their offices, 153 Waverly Place, Manhattan. At the workshops, you will learn how to get errors on your rap sheep corrected, and also how to "seal," or eliminate from your record, arrests not leading to conviction, violations, and juvenile offenses. Call them at (212)243-1313.

NOTE:

Remember that all of these procedures (obtaining and cleaning up errors on your rap sheet, sealing arrests not leading to convictions, etc.) will take time. So, start the process now, and you will be ensured that prospective employers do not see any unnecessary information or errors when obtaining access to your record.

Leader's Guide: Opposite Page 7

SESSION TWO

ACTIVITY ONE — **Allotted Time: 15 Minutes**

Pre-Instructional Activity

1. Welcome trainees. Distribute work folders.
2. Ask if there are any questions about the last session.
3. Ask for a volunteer to summarize the last session. Add to response.

ACTIVITY TWO — **Allotted Time: 5 Minutes**

1. Inform trainees of objectives for this session:

☛ **[Suggested Script]:**

Objective: At the end of this session you will be able:

- to write a resume in one of two formats
- prepare an employment history profile.
- describe the similarity of application & resume.

ACTIVITY THREE — **Allotted Time:15 Minutes**

1. Have trainees review their job applications.
2. Trainees are to use the job application to prepare an employment history profile. The information may be inserted on the fact sheet (some will have completed the fact sheet prior to class).
3. Ask how many trainees have prepared a resume before, or needed a resume to apply for a job.

ACTIVITY FOUR — **Allotted Time: 15 Minuets**

1. Describe the resume components and formats by comparing it to the job application:

☛ **[Suggested Script]:**

The components (sections, parts) of a resume are very similar to a job application. It has your name, address, and telephone number, education, job experience, etc. A resume gives you the chance to highlight, in a very positive way, your previous job duties and responsibilities.

There are two types of resumes--chronological, and skills.

SESSION TWO

Section 2: Comparing the similarities of the job application and resume. Writing a resume. Prepare an employment history profile.

OBJECTIVES:

At the end of this session you will be able to:

- DESCRIBE THE SIMILARITY OF A JOB APPLICATION AND RESUME
- IDENTIFY TWO RESUME FORMATS
- WRITE A RESUME IN ONE OF TWO FORMATS
- PREPARE AN EMPLOYMENT HISTORY PROFILE

NOTES:

FACT SHEET

NAME: SOCIAL SECURITY NO.:

Education:	Name and Address of School	Years Attended	Main Course of Study	Degree Received
Grade School				
Senior H.S.				
Vocational				
College				
Business or Corres. Sch.				
Other Training				

WORK EXPERIENCE (EMPLOYMENT RECORD)

Employer's Name & Address	Name of Supervisor	From	To	Reason For Leaving

Reference	Address	Phone Number

Any Other Information:

Leader's Guide: Opposite Page 8

The **chronological resume** lists like items in the sequence (order) they occurred, starting with the most recent.
Example: In the employment section, if you worked as a mechanic for Sear's in 1987, and Sam's garage in 1985, you would list Sear's first and Sam's garage last. You would also include your duties and responsibilities under each.

The **skills resume** format allows you to write a brief statement about all of your skills, without relating them to a particular job.
Example: If you worked at several different jobs, with different duties and responsibilities, you can list all of your skills (duties and responsibilities) in one section.

Because the person reading your resume has others to read, your resume should be no longer than two typed pages. **Resumes should never be submitted hand written.**

ACTIVITY FIVE **Allotted Time: 35 Minutes**

Information Presentation samples

[Suggested Script]:
Look at the chronological resumes on pages 8-8.4. These samples were taken from "Connections III", which is a booklet available to all inmates. Let's see how they are constructed.

1. Review chronological resumes:
   - point out how negative information was handled.
   - a. Darryl Cooper spent three years incarcerated in a New York State Correctional Facility.
   - b. Darryl showed on his resume educational achievements earned while incarcerated.
   - c. Darryl listed organized prison activities and programs to indicate,to a prospective employer, personal growth and development.
   - d. Darryl consolidated and made use of his short term employment experience.
   - e. Darryl's references are people who testify to his character --readiness to settle down and take on the responsibilities of a job.

(NOTE: ACTIVITY FIVE CONTINUES ON LEADER'GUIDE: OPPOSITE PAGE 9.)

SAMPLE RESUME I: CHRONOLOGICAL RESUME

Darryl Cooper
1432 East 6th Street
New York, New York 01441
Tel: 212-628-1141

OCCUPATIONAL GOAL: Automotive Mechanic

EDUCATION:

Plattsburg State College ☚ 1
Plattsburg, New York 21430
GED (High School Equivalency), Spring 1983

Essex Correctional Facility Automotive Shop ☚ 1
Certificate of Excellence, upon Completion of 1500 Hours of On-The-Job Training, January 1983

Henry Hudson High School
New York, N.Y. 01441
Course Work:

- English
- Automotive Shop
- History
- Electrical Shop I and II
- Mechanical Drawing
- Mathematics

Extracurricular Activities:
- Intramural Football
- Photography Club

ASSOCIATIONS AND AWARDS: ☚ 2
- NAACP, Essex Correctional Facility
- Treasurer, Merrick Jaycees, Merrick Correctional Facility
- Inmate Assistant, Pre-Release Center, Little Kills Correctional Facility
- 2nd Prize, Merrick Valley Art Fair "Most Original Painting"

WORK EXPERIENCE:

Community Services Crew, Rehabilitation of Essex County Fire House, Summer 1982.
Responsible for work in electrical wiring and new window installation.
Self-Employed Toy Vendor, New York City, 1978-79. Purchased toys in wholesale lots and sold them at neighborhood block parties, day care and community centers, and flea markets.
Service Station Attendant, Joe's Service Station, Bronx, N.Y., 1976. Pumped gas and did light autobody repair. Supervised a second attendant in the owner's absence.
House Painter -- 1 year's experience. ☚ 3

HOBBIES:
Model Car and Toy Making
Photography

REFERENCES:
Mr. John McIntyre, Employment Parole Office
N.Y. State Division of Parole
Essex, N.Y. 21255 ☚ 4

Ms. Jeannie Sanchez, Counselor
Department of Social Services
Merrick Correctional Facility, Merrick, N.Y. 09966

NOTES TO SAMPLE RESUME I

Darryl Cooper spent three years from 1980 to 1983, incarcerated in a New York State Correctional Facility. In his resume, he has learned to use his experience to his best advantage.

1 ☛ Show that while in prison you've done constructive things with your time, not just "done" time. Mention any educational achievements, for example, or work experience you've had while incarcerated.

2 ☛ If you've been involved in any organized prison activities or programs, list them. They help indicate to a prospective employer what you may have experienced while away in terms of personal growth and development.

3 ☛ Consolidate and make use of your short-term employment experience. Four 3-month painting jobs over a four-year period can be presented as "1 year's experience."

4 ☛ In choosing references, select persons who can testify as to what you are like today, how you have changed, and your readiness to settle down and take on the responsibilities of a job.

SAMPLE RESUME II: CHRONOLOGICAL RESUME

Peter Vasquez
1315 LaGuardia Court
Brooklyn, New York 92012
Tel: 487-9001

JOB OBJECTIVE: Sales Manager

EDUCATION:

1 ☛

Ulster Community College, Ulster, N.Y.
Associate Degree in Business Administration, 1985.

U.S. Army Corps of Engineers, Fort Dix, N.J.
1975-1977. Certificate in Radio Technology.

Walt Whitman High School, Brooklyn, New York.
1971-1975. High School Diploma.
Business Course. ☚ 2

WORK EXPERIENCE:

3 ☛

1983-1985 Self-Employed. Merchandizing and Sales. ☚ 4
5 ☛ Purchased in wholesale lots, promoted and sold women's hosiery, pocketbooks, and costume jewelry.

1981-1983 Assistant Manager, Ponce Market, ☚ 6
115 Canguro Court, Brooklyn, New York.

Managed the fresh produce and canned foods department of a medium-size neighborhood market.

Responsible for all aspects of produce and canned goods sales, from ordering, to pricing, display, and retail selling. Supervised and trained two part-time clerks and cashier.

1980-1981 Salesman, Woody's Sporting Goods Store,
17 Byrne Ave., Brooklyn, N.Y.

4 ☛ Responsibilites included: Organizing stock in swimwear and tennis departments; Creating attractive displays of new, incoming items; Inventory control for entire summer sports department; and Selling of merchandise.

1977-1980 Storeroom clerk, Woody's Sporting Goods Store, 17 Byrne Ave., Brooklyn, N.Y.

3 ☛ Responsible for processing and pricing of all incoming orders. Organized and maintained invoices for all outgoing orders, to a total of 400 annually.

PERSONAL DATA:

7 ☛
Speak Spanish fluently
Have New York State Driver's License
Willing to travel or relocate
Able to work evenings or weekends, if necessary.

SPECIAL INTERESTS:

Painting in acrylics; basketball coaching; trumpet.

REFERENCES:

Dr. Edwin Ibarra, Pastor
St. Xavier Church
113 West 19th St.
Brooklyn, New York 92012 tel: 487-2100
ext. 419

Woody Whalen, Owner and Manager
Woody's Sporting Goods Store
17 Byrne Ave.
Brooklyn, N.Y. 92015 tel: 328-1410

Jose Cartagena, Owner
Ponce Market
115 Canguro Court
Brooklyn, N.Y. 92016 tel: 487-1114

Notes to Sample Resume II

Peter Vasquez spent 1981-85 incarcerated at an upstate maximum security facility. He has chosen to hide this fact by claiming he was self-employed from 1983-85 and an assistant manager at his uncle's food market from 1981-83. He received an Associate Degree in Business Administration after four years of course work at the prison.

1 ☛ Be sure to include all of the formal training and education you may have received, including courses in the Armed Forces, for example.

2 ☛ Focus, whenever possible, on information that is relative to your job objective; in this case, a Business Course in High School.

☛ 3 When listing your work experience, always emphasize your resonsibilities on the job, and the skills that you learned or needed to employ. This is as true for "low-level" jobs as it is for more professional. Make your jobs sound important.

☛ 4 Use action verbs for more effect (purchased; promoted; sold; managed; supervised, etc.)

☛ 5 "Self-Employed" is a good cover for time spent away. In this case, Peter has used his experience in selling stolen goods when he was younger as inspiration for this fictitious period of employment. He will have to explain, if called upon, the details of his operation — to whom he sold the merchandise (to friends, relatives, and contacts made in his neighborhood and on the job, for example). Meanwhile, there is no easy way for the prospective employer to verify Peter's activities during this period.

☛ 6 Peter's uncle owns a food market and has agreed to support Peter in his claim that Peter worked for him from 1981-83. When listing a place of employment, take for granted the prospective employer will call to check. Make it foolproof!

☛ 7 Play up any personal skills and advantages that might be useful to the job.

NOTES: ______________________________

Leader's Guide: **Opposite Page 9**

ACTIVITY FIVE CONT'D **(Allotted Time: 35 Minutes)**

☛ **[Suggested Script]:**

Now let's look at the skills resume on pages 9 - 9.2. This sample was also was taken from "Connections III". Let's see how it is constructed.

2. Review skills resume:

   - point out how negative information was handled:

   a. Cynthia Brown spent ten months, in 1984, incarcerated on Rikers Island
   b. Because she has had little formal education and no long history of job experience, she wrote a skills-type resume.
   c. Cynthia emphasized the skills learned from non-job related experiences, including volunteer work.
   d. Cynthia enrolled in a course related to the Health field, and listed it on her resume. She took advantage of a free training program offered by the Board of Education.
   e. Cynthia did not graduate from High School; therefore, she omitted the date.

3. Instruct trainees to select a format and draft (write) a resume, using the samples as guides. (use pages 9.3-4)

*** Allot 20-30 minutes for this exercise.**

NOTE: Circulate and assist trainees.

SAMPLE RESUME III: SKILLS RESUME

Cynthia H. Brown
11-15 Spring Street
Jamaica, New York 89890
Tel: 787-1412; eves. 688-1457

JOB OBJECTIVE: Nurse's Aide

SKILLS:

☞	Homemaking:	Four year's experience helping to care for an elderly, diabetic and visually-impaired grandparent. Responsibilities included: Preparation of special diet Administering of insulin injections Serving as visual guide Housekeeping tasks of a wide variety, including cooking and cleaning
	Health Care:	Experience in caring for up to sixteen patients in a nursing home. Responsibilities include: Delivering and serving meals Making beds Bathing patients Taking temperatures Responding to patient calls Transporting patients
	Relating to the public:	Two year's experience as a security guard at a major life insurance company. The job required disseminating information and relating well with the public, often under considerable pressure.

WORK EXPERIENCE:

☞	June 1985 to present	Volunteer Orderly, Mt. Marcy Convalescence Home Jamaica, N.Y. 89812
	1981-1983	Grass Knuckles Security Co., Hoboken, N.J. 02138
☞	1981-1983	Homemaker

EDUCATION:

☞ 3 Presently registered for a course in Health Counseling and Preventive Medicine at the Steuben Adult Education Center, N.Y.C. Board of Education, Jamaica, N.Y.

☞ 4 Michael Jackson High School, Jamaica, N.Y.
Concentration in Home Economics

AWARDS:

☞ 5 Certificate of Expertise in Swimming and Life-Saving, including Mouth-to-Mouth Resuscitation and First Aid. Maspeth Red Cross, Queens, N.Y.

REFERENCES:

Ms. Mary P. DiPopulo, LPN
Department of Social Services
Mt. March Convalescence Home
Jamaica, N.Y. 89812 Tel: 433-8900 x 212

Mr. Jonathan Lewin, Youth Services Coordinator
Jamaica-Maspeth Community Center
136-14 Linden Blvd.
Jamaica, N.Y. 89822

NOTES TO SAMPLE RESUME III

Cynthia Brown spent ten months, in 1984, incarcerated on Rikers Island in New York City. Because she has had little formal education and no long history of job experience, Cynthia has decided to construct a skills-type resume. Underplaying specific jobs and dates, she will instead focus in on the many skills she has learned while being a housewife living with a disabled grandparent (Homemaking), a volunteer health worker (Health Care), and a security guard (Relating to the public).

☞ 1 In choosing a skills-type resume, emphasize the skills you have learned from your non-job related experience, including volunteer work, as well as from your paid job experience. Make them sound important.

☞ 2 If you've little job experience in your past, volunteer work in the field in which you are interested. It provides you with legitimate work experience and possible contacts for paying jobs.

☞ 3 Many free or low-cost courses exist throughout the city. Listed on a resume, they will impress upon the employer that you are a person who's interested in learning and has taken the initiative to do so.

4 If you didn't finish High School, omit the dates, an employer may take for granted that you've graduated.

5 Be sure to include all information that might be relevant to your job objective.

HOW TO USE A RESUME

1. Clip a copy of your resume to your job application. You can do this at a personnel office, for example, especially if the resume contains information about you not asked for on the application.

2. Bring copies of your resume to job interviews, and leave a copy with the interviewer.

3. Leave copies of your resume with the State Employment Service and any other job placement agency with which you establish contact.

4. Give copies of your resume to friends, relatives or associates, who may be in a position to run across job openings from time to time and notify you.

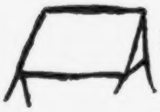
5. Some people in job hunting may need to construct two or more resumes to focus on different aspects of their experience. If, for example, you've had many different jobs in your work history, you may want to emphasize some in applying for one job and others in applying for another job. You might also want to readapt your "job objective" depending on the opening for which you are applying.

DRAFT RESUME

Leader's Guide: Opposite Page 10

ACTIVITY SIX **Allotted Time: 20 Minutes**

Performance:



1. Encourage a volunteer to share his resume with the class (duplicate on flip chart/blackboard).
2. Elicit critiques/comments
3. Thank volunteer and class
4. Comment on suggestions
5. Ask for questions, and give answers.

ACTIVITY SEVEN **Allotted Time: 15 Minutes**

RECAP AND REVIEW

1. Relate activities to objectives
2. Summarize session.
3. Inform trainees of topics for next session:

   - writing letter to accompany resume

     and

   -job search methods
4. Collect work folders and pencils
5. Dismiss class.

REVIEW

WHAT IS A RESUME?

A resume, or fact sheet, is a summary of your work experience, education, and special interest. It organizes the relevant facts about you in written form and shows the prospective employer what you have done and are able to do.

WHY A RESUME?

- More and more employers are now requiring that you have a resume when applying for a job.
- A resume is a written presentation of you to the employer, and as such, can help gain entry for you to a personal interview.
- A resume serves as a visual reminder for the employer, after the interview, of who you are and what you discussed.
- A resume, even if you were never to show it to anyone, helps you organize your thinking about yourself and what you have to offer.

HELP IN WRITING A RESUME

A free booklet entitled, "Guide to Preparing a Resume," is available, by writing:

New York State Department of Labor
Public Information Office
2 World Trade Center
New York, N.Y. 10047

or by calling 212-488-7207.

The Life Skills Course ar Vera Institute's Vocational Development Program in Manhattan (tel: 921-4231) is a resource designed especially for ex-inmates. Help is given in how to fill out a job application, write a resume, and prepare for a job interview.

Leader's Guide: Opposite Page 11

ACTIVITY ONE **Allotted Time: 10 Minutes**

Pre-Instructional

1. Welcome Trainees
2. Summarize prior day's activities
3. Inform trainees of session objectives:

☞ **[Suggested Script]:**

At the end of this session you will be able to:

- interpret newspaper employment notices
- identify employment sources
- write a covering letter to accompany your resume.

ACTIVITY TWO **Allotted Time: 15 Minutes**

Instruction Initiation

1. Ask trainees to name employment sources (write responses on flip chart/blackboard).
2. Ask trainees to explain why a covering letter should accompany a resume (write responses on flip chart/ blackboard).

SESSION THREE

SECTION 3: Employment search. Resume covering letter.

Objectives: At the ends of this session you will be able to:

- INTERPRET NEWSPAPER EMPLOYMENT NOTICES
- IDENTIFY EMPLOYMENT SOURCES
- WRITE A COVERING LETTER TO ACCOMPANY YOUR RESUME

NOTES:

Leader's Guide: Opposite Page 12

ACTIVITY THREE **Allotted Time:15 Minutes**

Information Presentation

1. Have trainees review employment notices on pages 12 & 12.1.

2. Elicit interpretations of employment notices

3. Explain to trainees why employment notices can be easy or difficult to interpret:

   - newspapers publish help wanted notices in the format that is best for its audience

   - abbreviations are used to conserve space

   - sometimes, trade terminology is used in classified ads to discourage applicants not in the field, or too attract specific types of applicants.

EMPLOYMENT NOTICES

HELP WANTED 201

PARKING FACILITIES Supervisor. Brooklyn Academy of music seeks responsible person with car to oversee 4 parking lots. Must be able to deal with patrons & staff, handle finances, schedule crew, maintain security & facilities. Long hours. Good benefits. Salary $25,000. Letter & resume to BAM Building Managers Office 30 Lafayette Ave Brooklyn, NY 11217. No calls please

Mechanical

Steam Fitter/Plumber/Welder

We currently need a full time welder with a minimum of 5 years experience and a thorough knowledge of mechanical equipment.

For prompt consideration, please send resume/letter stating qualifications along with salary history to: Personnel/174, The Rockefeller Group, 1230 Avenue of the Americas, New York, NY 10020.

The rockefeller Group

By conviction and action every position an equal opportunity.

DATA ENTRY
– PART TIME –

Seeking an individual with data entry experience (IBM PC, 10-key qualified) to work Mon.-Fri., 5-10 PM, for a local transport company. This is a permanent position offering $7.50/hr. plus benefits. Send resume or call Stan or Ed.

ROADWAY PACKAGE SYSTEM
300 Maspeth Ave.
Brooklyn, NY 11211
718/782-4114
EO/AAE

DISTRIBUTION SUPERVISOR

Deer Park Spring Water, Inc., a major bottled water company in the Metro NY area, requires a Distribution Supervisor. The ideal candidate will have experience in scheduling, supervising route sales and deliveries. Must demonstrate the ability to train and motivate route drivers. Knowledge of the Metro NY area preferred. Excellent salary and benefits. Apply in person or send resume to:

Deer Park Spring Water
10 Mete Lane Lodi, NJ 0764
201-472-0100

HELP WANTED 201

Construction

Opportunities are building at The Tresbyterian Hospital

Join Presbyterian Hospital, a leading health care institution and get involved in our major expansion/renovation program now underway.

Construction Project Manager

You will be responsible for contractual and field administration of various projects including developing and monitoring schedules, conducting site inspections and preparing status reports. Degree in Construction related field plus a minimum of 5 years' experience required. Health care and/or construction superintendent experience preferred.

The salary is competitive and the benefits are excellent including tuition reimbursement. For consideration, please send your resume to: Kathy Pries, Employment Manager, Code GF,

The Presbyterian Hospital
Columbia-Presbyterian Medical Center
New York, NY 10032-3784
An equal opportunity employer m/f

BOOKKEEPER F/C

Major NYC not-for-profit organization seeks an experienced F/C Bkkpr to handle cash & misc journals; bank recs; summarize books of original entry & prepare input for computer. Some background in accounting, knowledge of general office operations and familiarity with computerized general ledger systems also required.

Work 35 hours, Mon-Fri from 9-5. SALARY HIGH TWENTIES. Excellent benefits include Major Medical/Dental/ 15 vacation days & more. Submit resume to:

BOX DN 2074
10 West 20th Street
New York, NY 10011
An Equal Opportunity Employer

HELP WANTED 201

MECHANIC, TRUCK

For large North Bronx servic co. Rept. Exp'd only inclg auto trans. welding machines & all type repairs. Must have valid truck driver's license & thoro knowledge of NY Metro area. Send letter or resume to:
Box 466-B, 60 E. 42 St., NY 10165

Airline

TICKET/ GATE AGENTS
Full Time

Continental Airlines is currently seek ing personnel for Ticket/Gate Agent at our Newark International Airpor facilities.

This position offers a competitiv starting salary including complet benefits package, profit sharing an unique travel privileges.

Interested applicants should have th availability to work a full time rotat ing schedule, well groomed profes sional appearance, minimum typin ability and previous public contac work helpful.

Please apply in person
Tues., August 9
at 6:00PM or 7:00PM
at 146 Haynes Ave., Newark, N.J. (Off Route 1 & 9, Newark, N.J. across from Newark International Airport next to Howard Johnson).

If unable to attend, please send resume to Continental Airlines Employment Office, Newark International Plaza, Route 1 & 9 South, Newark, N.J. 07114. Att: ASA Recruiting.

CONTINENTAL AIRLINES
An Equal Opportunity Employer

DATA PROCESSING
SENIOR PROGRAMMER

World renowned non-profit institution on Upper East Side needs DP Professional to program & maintain our Wang VS System using RPG II & light COBOL as number 2 in a 5 person shop. Competitive salary, outstanding benefits including tuition assistance. Send resume with salary history to:
Dept 955, 21st Flr, 401 Broadway
New York, N.Y. 10013

FACTORY $20,000 RANGE
SUPERVISOR
Immediate Opening

Queens manufacturer requires individual capable of directing the daily activities of production employees. Candidates considered will have at least 2 years similar experience. Benefits. Send resume to: M&W Box 4633N, 350 Jericho Tpke, Jericho, NY 11753

BEST COPY AVAILABLE

EMPLOYMENT NOTICES

HELP WANTED 201

PARKING

IMMEDIATE OPENINGS IN
MANHATTAN
BROOKLYN
& QUEENS

FULL TIME
(Day, Evening & Overnight)

PART TIME
(Mornings start at 6,7 & 8am;
Afternoons at 2,3 & 4pm)

WE OFFER:

- * Excellent starting wages between $5.00-$7.00 per Hr
- * Full timers eligible for benefits, vacation and personal days
- * Evening/Night/Weekend differentials

PARKING ATTENDANTS must have a license and be able to drive a standard shift. CASHIERS must have good math skills. MAINTENANCE PERSONNEL will perform both cashiering and cleaning duties.

To take advantage of this outstanding opportunity, please call Monday through Friday, between 9am-5pm

(212) 267-4050
(201) 643-2164

EDISON PARKING CORP
Equal Opportunity Employer M/F

MECHANIC
Exp'd on Mack diesel truck also welding. Astoria location. Salary based on experience. Call 718 726-9297

MECHANIC Fleet Mechanic. Must have Diesel Coach exp & tools. Excel pkge incl bnfts + O/T. Apply in person. 1049 Saw Mill River Rd, Yonkers

MECHANIC Truck Mon. to Fri. Days excellent salary, benefits. Must know diesel & air brakes. Glendale. (718) 326-2379 Mon. to Fri. 7-4

MECHANIC HVAC Min 5 yrs exp. Union bnfts & salary w/rapidly growing company. King freeze, etc. (718) 786-1416.

MECHANIC Refrigerator & Stove. Bi-Lingual (Spanish-English). Must have Driver's lic & at Least 2 yrs exp. (212)364-[illegible]

PAINTER/HANDYMAN
Excellent FT position available for a hands on exp painter. Min 3 yrs req'd, additional maintenance responsibility includes sheetrocking, taping, light pluming, electrical, roofing & other maintenance duties. For 100+ residentail units. Excellent salary. Park Slope location. Apply at Pinchik, 478 Bergen St., Brooklyn NY 718-783-3333

HELP WANTED 201

AIRLINES

WAREHOUSE
WORKERS

Immediate Openings
OGDEN ALLIED Services Corporation is currently seeking Part Time Warehouse Workers at its JFK Operation. Warehouse experience a plus. NYS drivers license required. Salary $5.00/per hour. Interested applicants apply in person, MON-FRI, 10:00AM-2:00PM, BUILDING 142, JFK AIRPORT, (1 Block South of Federal Circle). We are an equal opportunity employer M/F/H/V.

OGDEN ALLIED
Services Corporation

COURTESY BUS DRIVERS

Join America's Driving Force

If you think working for an industry leader can make a difference in your future, you're absolutely right, and Hertz is the absolute leader in providing quality rental transportation.

Right now, Hertz is immediately seeking Courtesy Bus drivers to work at our LaGuardia Airport location. Applicants must be able to work flexible hours (including weekends + holidays), and possess a valid class 2 drivers license.

Hertz offers an excellent benefits package along with a newly revised salary structure complete with automatic raises.

$15K+ TO START
$16.6K Within 9 Months

Interested applicants may apply in person, Monday 10AM-6PM at
HERTZ RENT-A-CAR RETURN FACILITY, LA GUARDIA AIRPORT.

Hertz

An Equal Opportunity Employer

HELP WANTED 201

FOOD SERVICE TEMPORARY

* WORK NOW *

$$ HIGH $$

IMMEDIATE POSITIONS FOR

- ●Cooks & Chefs
- ●Food Servers
- ●Sandwich Makers
- ●Salad Makers
- ●Grill People
- ●Dishwashers
- ●Utility People

TWO FORMS OF I.D.
NEC. ONE WITH PICTURE.
INTVWS MON-FRI, 9AM-4PM
OR call 212-599-8666.

UPDATE
Food Services Division
505 5th Av (42 St) 4th flr

ELECTRICIAN

ROCKEFELLER
UNIVERSITY

Experience on high and low voltage troubleshooting. Working from blueprints a must. Diversified plant. Excellent salary and benefits. Beautiful working environment.

ROCKEFELLER UNIVERSITY
PERSONNEL OFFICE
E. 66 St. & York Ave, NYC 10021
(212) 570-8300
An Equal Opportunity Employer

ELECTRICIAN
Requires 10 years industrial experience. Able to troubleshoot all types of electrical problems (motors, rectifiers, HVAC, machinery etc.). Responsible for ordering material & supervising/scheduling crew. Compliance with material electric code.

APPLY IN PERSON
MON-WED 8AM-12NOON
OR CALL FOR APPT.
914-664-2800 ext 411

SEMI-ALLOYS INC.
721 South 3rd Avenue
Mt. Vernon, New York 10550

Equal Opportunity Employer

Leaders Guide: **Opposite Page 12.2**

ACTIVITY FOUR **Allotted Time: 20 Minutes**

Employment notices interpretation

1. Direct trainees' attention to the three ads

2. Encourage trainees to interpret these ads

   * Summarize each ad after interpreted:

☛ **[Suggested Script]:**

Ad 1 - To apply for this job, it is necessary that you be able to type 45 words per minute, and be a mature and responsible person. The job is located in Midtown Manhattan, and offers opportunities for someone in addition to a good salary. It is a permanent job (generally this implies Monday through Friday 9-5).

Ad 2 - This is a part time sales job that requires no previous experience. The person hired would help sell beauty aids throughout Queens. You would need to have a car, but an allowance toward transportation costs would be given. There is a good benefits package and the salary is negotiable. You are asked to send a copy of your resume and a list of references.

Ad 3 - There is an immediate opening for a person to work as a sheet metal worker. He or she must have had at least one year's experience in duct work. The job offers good working conditions, paid hospital insurance and chances for career advancement. Apply in person.

3. Direct trainees' attention to table of common classified ads abbreviations.

EMPLOYMENT NOTICES

Common abbreviations are often used in Help Wanted ads. For example:

RECEPTIONIST/TYPIST
Typ. a must 45 wpm. mature, responsible, expd. Midtown area. Gd. Oppty. & sal. Perm. job. 333-1600 x 411

SALESPERSON
P.T. No exp. nec. Mfct. of beauty aids requires energetic person to cover Queens. Includes car allowance and gd. benft. pkg. Sal. negot. Send resume & refs. to Mickey Raton, P.O.Box 12, Jamaica, N.Y. 11340.

SHEET METAL MECHANICS
Immed. employment. yr. round work min. 1 yr. exp. in duct work. Gd. working cond., pd. hosp., room for advancement. Apply 1315 W. 10th St. bet. 9&5.

Common abbreviations used in classified ads

&	and	**immed.**	immediate
appt.	appointment	**inc.**	includes
asst.	assistant	**lt.**	light
benfs.	benefits	**maint.**	maintenance
beft.pkg.	benefit package	**mfct.**	manufacturer
bus.	business	**mfg.**	manufacturing
clk.	clerk	**min.**	minimum
co.	company	**nec.**	necessary
cond.	conditions	**negot.**	negotiable
dept.	department	**ofc.**	office
exp.	experience	**pd.**	paid
expd.	experienced	**perm.**	permanent
ext. or x	telephone extension	**p.o.box**	post office box
gd.	good	**pref'd.**	preferred
hr.	hour	**p.t.**	part time
hrly.	hourly	**refs.**	references
H.S. grad.	High School graduate	**req.**	required
sal.	salary	**w.**	with
secy	secretary	**wkr.**	worker
sr.	senior	**wpm.**	words per minute
trnee.	trainee	**yr.**	year
typ.	typing		

Leader's Guide: Opposite Page 12.3

ACTIVITY FIVE **Allotted Time: 20 Minutes**

Sources of Employment:

1. Direct trainees' attention to employment sources responses on flip chart/blackboard.

2. Add employment sources information to responses:
☛ **[Suggested Script]:**

Applying Directly to the Employer

- Sometimes, you can find employment by applying directly to the employer. A good way to do this is to begin with the Yellow Pages of the telephone book. There you will find businesses listed by classification. If you decide for example, that you would like to work in a hotel or department store, simply check under "Hotels," or "Department Stores," and you will find an alphabetical listing by name, accompanied by address and phone number.

  Go to the personnel office of the firm, and tell the receptionist you are looking for work and are interested in filling out an application. Sometimes you will be interviewed by a personnel officer as soon as you have filled out the application. Other times, you will be asked to leave the completed form and told you will be notified as soon as they have an opening. Be sure to have your resume to attach to the application.

Employment Agencies

- Another important source of finding out where jobs are is the employment agency. At an employment agency, you will be interviewed, and an attempt made to match your skills with those required at a specific job opening. Then, you will be sent for an interview to an appropriate employer.

  Employment agencies operate as businesses. You and/or the employer will have to pay for the services of having you placed.

  Beware, however, that you should never pay in advance for a service that is only promised. Also, in your dealings with employment agencies, be sure to read any contract carefully before signing.

  You can find listings of employment agencies in the newspapers, and Yellow Pages.

SOURCES OF EMPLOYMENT

1. APPLY DIRECTLY TO THE EMPLOYER:

2. EMPLOYMENT AGENCIES:

3. EMPLOYMENT OR PLACEMENT SERVICES:

4. UNION JOBS AND APPRENTICESHIP PROGRAMS:

5. FRIENDS, RELATIVES, AND NEIGHBORS:

Employment or Placement Services

- Employment services, or placement services, as they are sometimes called, are similar to employment agencies in that they both provide job placement. Employment services, however, do not charge fees. They are usually attached to a government or neighborhood agency, a school, or a job training program.

  A good place to start is at the New York State Department of Labor, Job Service Division, nearest you.

Union jobs and Apprenticeship Programs

- Union offices are still another source for help in job hunting. Each trade has its own local union office, which you can call for information on available job opportunities. For a listing of union groups, look under "Labor Organizations" in the New York County Business to Business Yellow Pages.

- Apprenticeships are similar to on-the-job-training programs in that a person learns a job skill by doing it. The apprentice is taught by a person who is expert at the skill, called a journeyman, in a training program which lasts usually from two to six years. Often, a trade union controls the number of apprentices to be chosen, and is responsible for selecting and training them at the work site. You can find apprentices openings by calling the New York State Department of Labor's Job Service Division, Apprenticeship Training Unit.

Friends, Relatives, and Neighbors

- Friends, relatives, and neighbors, often know of job openings at their place of employment. Many employers fill openings on the recommendations of employees. Let your friends, relatives, and neighbors, know you are looking for work.

Division of Parole's Employment Unit

- The New York State Division of Parole has on its staff several employment officers whose chief responsibility is job development. One of their major tasks is visiting local employers and encouraging them to hire parolees, in return for which they become eligible for receiving tax benefits. When you check in with your parole officer, ask to be referred to the employment unit, where updated lists of complying employers and job openings are filed.

Bulletin Boards

- Many times neighborhood bulletin boards can play an an important role in job hunting. They can be used both by people advertising job openings and by people searching for jobs. If you are looking for work, simply list on a small index card what types of jobs you are looking for, and be sure to include, along with your name, a phone number or address where you can be reached.

  Bulletin boards can often be found in local supermarkets, laundromats, and community centers.

Federal, State, and City Personnel Divisions:

- Federal, State, and City Offices often have job openings which are provisional. You can be hired provisionally even if you have not taken, or passed a civil service exam. They offer many jobs, in a wide range of fields. Apply directly to the personnel division. You can find listings for these agencies in the "Government Offices" of your telephone book (the blue pages).

6. DIVISION OF PAROLE'S EMPLOYMENT UNIT:

7. BULLETIN BOARDS:

8. FEDERAL, STATE, AND CITY PERSONNEL DIVISIONS:

NOTES:

Leader's Guide; Opposite Page 13

ACTIVITY SIX **Allotted Time: 30 Minutes**

RESUME COVERING LETTER

1. Direct trainees' attention to covering letter responses on flip chart/blackboard.

2. Inform trainees:
   [Suggested Script]:
   Covering letters tell an employer why you are submitting your resume. It serves to inform the employer of your interest in the advertised job, why you feel you are qualified, and your desire for an interview.

3. Review the sample letter (page 13) with trainees.

4. Describe letter format:
   [Suggested Script]:
   Nelson Jimenez is responding to an employment notice. Nelson used the business letter format to compose his letter.

   The business letter format is simple:

   - the author's street address, City, State, Zip code, and date, are all right justified.
   - skip two lines
   - Addressee's name, and mailing address are all left justified.
   - skip two lines
   - the salutation is left justified
   - skip two lines
   - indent five spaces at the beginning of each paragraph.
   - skip two lines between each paragraph
   - closing greeting is right justified
   - skip four lines
   - author's/ sender's name

5. Instruct trainees to draft a covering resume letter, in response to one of the ads.

(**Note: circulate and assist trainees**)

COVERING RESUME LETTER

Employment Notice:

TRUCK DRIVERS & WAREHOUSE HELP
For plumbing and heating wholesaler. Hours 7-3, M-F Top pay incl. company benefits Experience preferred. Send resume to Jay McDonald, P.O. Box 356, Pansonia Station, N.Y. 10011

Sample covering letter:

174-06 Parkside Ave
Brooklyn, N. Y. 10036
March 12, 1988

Mr. Jay McDonald
P.O. Box 356
Pansonia Station
New York, New York 10011

Dear Mr. McDonald:

I am replying to an ad for warehouse help that appeared in the New York Post on March 11, 1988.

Since graduating from High School in 1983, I have gained valuable experience in warehouse work. In one of my jobs, I worked as a warehouse clerk for a large import/export company. In another, I worked at a lumber warehouse in year work. In addition, the plumbing business is one with which I am already somewhat familiar. My uncle is an experienced plumber, and when I was in High School, I did some work with him informally as an assistant in order to earn some extra cash. I believe my experience would make me a valuable employee.

I would appreciate the opportunity of coming in for an interview and talking with you further about my qualifications. I do not have a phone, but you can leave a message for me at 330-0911, or at the above address. A copy of my resume is attached.

Sincerely,

Nelson Jimenez

Nelson Jimenez

DRAFT COVERING RESUME LETTER

Leader's Guide: Opposite Page 14.1

ACTIVITY SEVEN **Allotted Time: 15 Minutes**

1. Review business letter format and trainees' letters.
2. Relate activities to objectives.
3. Ask a trainee to summarize session.
4. Ask a trainee to summarize activities to date.
   - add to comments
5. Inform class of activities for next class
   - Coping with discrimination
   - preparing for the job interview (interviewing techniques)
6. Collect work folders and pencils.
7. Dismiss class.

Leader's Guide: Opposite Page 15

PRE-INSTRUCTIONAL ACTIVITY Allotted Time: 10 Minutes

1. Welcome trainees

2. Summarize previous sessions

3. Inform trainees of objectives for this session:

[Suggested Script]:

At the end of today's session you will be able to:

- Explain why people discriminate in hiring ex-offenders

- Describe two methods of coping with discrimination

- Describe the characteristics of a good job interview

- Demonstrate effective interviewing techniques

ACTIVITY ONE Allotted Time: 15 Minutes

INSTRUCTION INITIATION

1. Describe how class will be conducted: discussions, role plays/simulations, post test, evaluation questionnaire.

2. Ask trainees if they have ever experienced discrimination:
   - elicit descriptions of occurrences
   - elicit descriptions of how trainee felt.

3. Explain how some employers view the ex-offender

   [Suggested Script]:

   By law, once you have been released and had your rights restored, you cannot be discriminated against because of past offenses. In practice, some employers feel ex-inmates are not trustworthy, undependable, and are poor risks. Because of these opinions they will not hire ex-offenders. This type of discrimination is very difficult to prove. An employer can always claim you were not qualified for the job.

   If you have experienced discrimination or rejection a few times, you can start to doubt yourself. When you start doubting yourself, there is a tendency to return to behaviors which helped create your present situation.

4. Facilitate discussion on discrimination.

SESSION FOUR

Section 4: Methods of coping with discrimination. Effective interviewing techniques.

OBJECTIVES:

At the end of this session you will be able to:

- EXPLAIN WHY PEOPLE DISCRIMINATE IN HIRING EX-OFFENDERS
- DESCRIBE TWO METHODS OF COPING WITH DISCRIMINATION
- DESCRIBE THE CHARACTERISTICS OF A GOOD JOB INTERVIEW
- DEMONSTRATE EFFECTIVE INTERVIEWING TECHNIQUES

NOTES:

Leader's Guide Opposite Page 16

ACTIVITY TWO **Allotted Time: 15 Minutes**

1. Facilitate a discussion on how to avoid being discriminated against. **(Anticipate dealing with withholding the truth about police record, and taking personal revenge.)**

2. Explain overt and covert discrimination. Give examples:

   Overt - Signs posted in the South; not admitting certain groups in restaurants and clubs.

   Covert -Ignoring your presence; not waiting on you; refusing to give the same opportunities as given to others.

DISCRIMINATION

HOW TO AVOID BEING DISCRIMINATED AGAINST WHEN LOOKING FOR WORK

Discrimination can be overt (out in the open), or covert (not openly shown). It is easy to recognize overt discrimination, but very difficult to recognize covert discrimination. People discriminate, against others, for a variety of reasons. Among those reasons are race, color, religion, beliefs, and social status.

NOTES:

Leader's Guide: Opposite Page 17

ACTIVITY THREE **Allotted Time: 15 Minutes**

1. Ask trainees if they know how to avoid being discriminated against when looking for work. (Write responses on flip chart/blackboard.)

2. Describe how ex-inmates can avoid being discriminated against when looking for work.

[Suggested Script]:
It is important, when looking for work, that you know your rights as an ex-inmate. There are laws that are specifically designed to protect you from discrimination. For example, you cannot be discriminated against because of **arrests.** Employers can only ask you legally about **convictions.**

"Have you ever been arrested?" is an **illegal** question. You can be asked, however, and must answer the question, **"Have you ever been convicted of a crime?"**

Still, convictions cannot be held against you in applying for jobs, unless:

- they are related to the job for which you are applying. You may, for example, with a record of armed robbery, not be eligible for a job as a bank teller, but you may be eligible at the same time to work for the bank as a computer operator.

- you pose a threat to people or property because of your conviction. Here, considerations may focus on how many years ago you committed the crime, how old you were, and/or what rehabilitation you have been involved in since.

To avoid being discriminated against because you don't have the required documents, make sure you restore your rights. Obtain a **Certificate of Relief From Disabilities,** or a **Certificate of Good Conduct.** And, Clean up your RAP sheet.

Your Rights As An Ex-Inmate

To avoid being discriminated against when looking for work you should know your rights as an ex-inmate.

There are laws that are specifically designed to protect you from discrimination. For example, you cannot be discriminated against because of arrests. Employers can only ask you legally about convictions.

Convictions cannot be held against you in applying for jobs, unless:

- They are related to the job for which you are applying.
- You pose a threat to people or property because of your conviction.

NOTES:____

Leader's Guide: **Opposite Page 18**

ACTIVITY FOUR **Allotted Time 10 Minutes**

1. Describe to trainees how to cope with rejection and discrimination:

REJECTION:
- Have faith in self. Believe it is possible to make it on the "outside", and that tomorrow will be a better day.
- Seek the support of family and friends. Tell them how you feel and ask for constructive suggestions.
- Seek out support services or organizations that specialize in assisting ex-inmates. These organizations offer counseling, as well as understanding.

Note: A list of organizations are in the work folders.

DISCRIMINATION:
- Legal action can be taken in cases of discrimination.
- Obtaining a copy of the job application and reviewing it for any illegal questions, is a good way to avoid being discriminated against. If there are illegal questions they can legally be removed.

Note: Who to contact in cases of discrimination is listed in the work folders.

COPING WITH DISCRIMINATION

If you feel you have been discriminated against, there are things you can do, through the legal system and personally. Remember there are laws that protect you, and you have the will to succeed on the "outside".

- HAVE FAITH IN YOURSELF

- SEEK THE SUPPORT OF FAMILY AND FRIENDS

- SEEK SUPPORT SERVICES OF ORGANIZATIONS THAT SPECIALIZE IN ASSISTING EX-INMATES.

NOTES:

Leader's Guide: **Opposite Page 19**

ACTIVITY FIVE **Allotted Time:30 Minutes**

INTERVIEWING TECHNIQUES

1. Ask for an explanation of why the job interview is important, and what should and should not been done during an interview.

2. Initiate interviewing techniques information:
   ☛ **[Suggested Script]:**
   - Know your qualifications (if you don't have the skills, don't apply):
     Be sure that you can explain briefly and clearly what your qualifications are for the job, and how your past experience or training is applicable to your fulfilling the requirements of the position.

   - Learn about the company:
     It is very often helpful for you to learn something about the company and the job for which you are applying--before the interview. This way you will be better able to explain why you want to work for the particular company, and what it is about the particular job that attracted. It also shows the employer how interested you are in the position and that you have taken the initiative to do some research. You can get this information by visiting the public library, Chamber of Commerce, and from company employees, if you know any.

   - Bring the Materials you'll need:
     When you go for an interview, be sure to bring a pen and pencil, extra copies of your resume, and whatever special documents you may need, such as social security card, prison release papers, military records, Certificate of Relief From Disabilities, or Certificate of Good Conduct, drivers license, or other licenses.

   - Go alone to the interview. Arrive early. Be courteous and patient:
     Never bring friends or relatives with you to an interview. Employers are interested in you alone and what you have to offer.

     Arrive at an interview five or ten minutes early. To avoid being late, plan out your route the night before.

     When you arrive, tell the receptionist who you are, and whom you are waiting to see. Be polite at all times. Don't get angry or annoyed if not called in for the interview at the exact time of your appointment.

INTERVIEWING TECHNIQUES

THE JOB INTERVIEW

The job interview is probably the single most important step to getting a job. If you make a good impression during the interview, you may get the job -- even if you don't have all the qualifications.

PREPARING FOR THE JOB INTERVIEW

- **know your qualifications**
- **learn about the company**
- **bring the materials you'll need**
- **go alone; arrive early, be courteous and patient**
- **dress right**

KNOW YOUR QUALIFICATIONS:

____

____

____

LEARN ABOUT THE COMPANY:

____

____

____

BRING THE MATERIALS YOU'LL NEED:

____

____

____

GO ALONE. ARRIVE EARLY. BE COURTEOUS AND PATIENT:

____

____

- **Dress Right:**
  When you go for an interview, it is always best to dress appropriately. This is very important in helping you make a good impression. No flashy jewelry. No skintight jeans or slacks. Make sure your hair is clean and combed, your fingernails clean, your shoes shined, and your clothes well pressed.

  One helpful piece of advice is to think out first what the typical way to dress would be if you were to receive the job for which you are applying. Then, appear at the interview dressed one step "higher," or more conservatively, than that. For example, a nice pair of slacks, shirt and sweater would be appropriate dress for a male interviewing for a service station position--where jeans and a shirt would be the typical daily attire. A tie and jacket is appropriate attire for most office position interviews.

DO'S AND DON'T OF JOB INTERVIEWING

- Be Respectful:
  When you meet the interviewer, smile and be pleasant. Shake hands if the interviewer offer his or hers. Call him or her by Mr., Mrs., or Ms., and don't try to be chummy. Don't chew gum or smoke. Let the employer control the interview and do most of the talking. Never start an argument with the interviewer, even if he or she seems excessively agressive. Don't be afraid to smile,

- Be Relaxed, Listen Attentively:
  Try to be relaxed and listen carefully to what the interviewer has to say. Body language counts. Sit straight and look the interviewer in the eyes during the conversation. Don't fidget.

- Be Clear, Complete and Brief:
  Speak clearly and distinctly. No street language. Don't answer with just "yes" or "no", rather give full information about yourself. Think before answering and be brief in your responses.

- Be Positive in your Approach:
  It is important that you stress your qualifications during the interview. Don't exaggerate, however, or try to bluff. Let the interviewer know why you think you would be good for the position, and how your past training and work experience is an asset. Appear confident but never arrogant.

DRESS RIGHT:

THE DO'S AND DON'T'S OF JOB INTERVIEWING

- be respectful; be relaxed; listen attentively
- be clear, complete, and brief in what you say
- be positive in your approach
- avoid the negative
- ending the interview and follow-up

BE RESPECTFUL:

BE RELAXED, LISTEN ATTENTIVELY:

BE CLEAR, COMPLETE AND BRIEF:

BE POSITIVE IN YOUR APPROACH:

Leader's Guide: Opposite Page 21

- Avoid the Negative:
  Keep all personal problems to yourself. Don't talk about your home or financial problems. The interviewer is only interested in finding a dependable and qualified person to fill the position. Emphasize what you can do, not what you can't.

  If you've been fired from a job, or stayed with jobs for only short periods of time, be prepared to explain. Show how you have learned from them. Never speak negatively about your former employers.

  You may be asked to talk about your past record. Be prepared. Take a positive approach. Show the ways you have changed since your last conviction. Explain the circumstances of your convictions without too much detail.

- Ending the Interview and Follow-up:
  Ask any questions you may have about the job toward the end of the interview. If you are asked to discuss salary expectations, be prepared, and be realistic.

  At the end of the interview thank the employer for his or her time, give a firm handshake, and leave.

3. Review the list of questions employers ask.

AVOID THE NEGATIVE:

____

____

____

ENDING THE INTERVIEW AND FOLLOW-UP:

____

____

____

QUESTIONS EMPLOYERS ASK

All employers may not ask the same questions. The questions listed below are a sampling. Review the questions before each interview and think about how you will answer. Remember, your answers should be truthful and to the point.

- **Did you enjoy school?**
- **What courses did you like best? Least? Why?**
- **What school activities did you participate in?**
- **What position are you interested in?**
- **Why are you interested in this job?**
- **Have you had any experience with this type of work?**
- **What other jobs have you had?**
- **Tell me about the work you did on your last job.**
- **What were some of your work activities?**
- **What skills do you have? What tools, equipment or machines can you operate?**
- **Why do you think you would like to work for this for this company?**

4. Review list of questions trainees should ask at the end of a job interview.

ACTIVITY SIX **Allotted Time: 45 Minutes**

INTERVIEWING TECHNIQUES PERFORMANCE

1. Explain how role plays/simulations will be conducted:

   - there will be several role plays/simulations
   - in each, one trainee will play the employer, and one trainee will play the potential employee
   - the potential employee's job application will be used to ask questions about skills, qualification, etc.
   - each trainee should exhibit the techniques discussed during the session
   - the class will take notes and comment on each performance

Begin role plays/simulations. Allot approximately five to ten minutes for each performance.

2. Summarize performances, and offer suggestions for improvement.

ACTIVITY SEVEN **Allotted Time: 30 Minutes**

1. Summarize session and relate to objectives
2. Ask for questions. Give answers
3. Administer post test and evaluation questionnaire
   - explain directions
   - inform trainees of allotted time (15-20 Minutes)

ACTIVITY EIGHT **Allotted Time: 10 Minutes**

1. Summarize all sessions
2. Give encouragement
3. Thank trainees for their participation, collect pencils, inform trainees that work folders are now theirs, dismiss class.

- **What qualifications do you have that will help you do this job successfully?**
- **What do you know about this company?**
- **Did you drop out of school? If so, why?**
- **Have you ever been fired from a job? What were the circumstances?**
- **Tell me about yourself.**
- **What are your career goals? Where do you want to be in five years?**
- **When can you start work?**
- **Are you satisfied with the salary we are offering for this job?**

QUESTIONS YOU SHOULD ASK

Employers expect you to ask questions. If you ask good questions, the employer will know that you are really interested in the job. Here are some questions you may want to ask if the employer hasn't offered the answers:

- **What are the job duties?**
- **Does this job require union membership?**
- **What are the hours?**
- **What is the salary for the job?**
- **Will there be job training?**
- **What are the opportunities for advancement?**
- **May I meet my prospective supervisor?**
- **May I see the area where I will be working?**
- **What are the fringe benefits?**
- **What do you look for in an employee?**

EX-OFFENDER SERVICES

FINDING A JOB:

New York Public Library, Job Information Center (JIC)
Mid-Manhattan Library, 455 Fifth Ave.,(40thSt.), Man.
10016. Tel: 340-0836.
A clearinghouse of information on careers and job hunting techniques. The collection includes a sampling of public and private job listings, civil service test manuals, a listing of employment agencies in New York City arranged by area of specialization, and materials for resume preparation. Library staff provides guidance in using the materials, and in critiquing resumes. Walk in or call for more information.

New York State Department of Labor, Job Service Division
Tel: 488-7330.
A no-fee placement service for employers and job seekers. Services include counseling, testing, job development and placement, referrals to government-sponsored training programs for the unemployed or underemployed. Job-finding assistance provided for most types of occupations, including professional, technical, commercial, industrial, service and clerical. Help given to skilled, semiskilled and unskilled applicants. Special services for the disabled, older workers, and veterans. Staff members are experienced with helping ex-offenders. Spanish also spoken. Check phone book listing for location of nearest office in your neighborhood.

Human Resources Administration, Department of Employment,
Job Training Partnership Act, 220 Church Street, Man. 10013
Tel: 433-3726/7.
The Job Training Partnership Act (JTPA), the government program which has replaced CETA, operates a number of programs for economically disadvantaged persons. These include educational and job testing, career counseling, and placement in a wide variety of educational and job training programs. It is important to be honest about your record when applying.

Wildcat Service Corp., 161 Hudson Street, Man. 10013,
Tel: 219-9700
A non-profit organization that provides counseling and work programs for the hard-core unemployed, especially ex-addicts, ex-offenders, welfare mothers, and out-of-school youth. The three major work categories are clerical, paraprofessional and maintenance. Jobs last up to a maximum period of twelve months. 75% of Wildcat graduates go on to permanent jobs. Must be referred from an agency such as the New York State Department of Correctional Services, The New York City Probation Department, Legal Aid, etc. Spanish also spoken.

Neighborhood Work Project, 220 West 42nd St., Man. 10036, Tel: 869-1162.
Provides temporary part-time employment for ex-offenders. People are paid daily and can work up to three days per week. You must bring release papers and your Social Security card, and register within thirty days after your release. There is a quota for applicants.

Vocational Development Program, 220 West 42nd St., Man.10036, Tel; 921-4230.
Offers on-the-job training, adult work experience, some classroom training (GED and clerical skills), and direct job placement for full-time work. Must be referred from a parole or probation officer, or from a social agency.

New York State Division of Substance Abuse Services. Job Club, 80 Centre Street, Room 337, Man. 10013, Tel: 587-4378.
Offers two-week employment skills training programs and assistance in job placement. Open to former substance abusers who have participated in drug rehabilitation programs.

Employment Program For Recovered Alcoholics,360 West 31st St., Man. 10001. Tel: 947-1471.
Helps a person acquire job hunting skills. Offers testing and assessment services and help in setting up a vocational plan. Provides assertiveness training. Must be 18 or over, 90 days alcohol and drug free, and in a support service, such as Alcoholics Anonymous.

Commonwealth of Puerto Rico, 403 Park Ave. So., Man 10010 Tel: 260-3000 Ext. 199.
Offers job placement and help in filling out job applications and resume writing for Puerto Ricans or persons of Puerto Rican descent. Bring release papers and social security card.

National Puerto Rican Forum, 31 E. 32nd St., Man 10016 Tel: 685-2311.
Offers job training programs and job placement in Queens (784-4488) and Manhattan (685-2311). Also operates a job placement program for veterans and a resume bank for professionals.

Jewish Board of Family and Children's Services, Social Rehabilitation Service, 4049 Henry Hudson Pkwy., Riverdale (Bronx) 10471. Tel: 549-6900
Contact person: Mr. Max Hirschberg. Offers rehabilitative services, including job referrals, to Jewish ex-offenders. Also offers counseling service for ex-offenders and their families.

To find out what groups in private industry are currently recruiting for apprentices, call the **New York State Department of Labor, Job Service Division, Apprenticeship Training Unit,** at **360-5120/1/2/4.**

The New York State Division of Parole operates three parole employment units of which persons on parole can take advantage. The units are prepared to help parolees in their job search and in exploring educational and training opportunities which might be available to them. Confer with your parole officer for a referral.

EDUCATIONAL COUNSELING:

New York City Board of Education, Evening High School, Evening Guidance Centers. Tel: (212) 765-7590.
Interviews and gives guidance to persons who want to continue their education. Does foreign transcript interpretations. Operates centers in all five boroughs, and has staff fluent in many languages.

New York Public Library, Learners Advisory Service (LAS)
One-to-one assistance on returning to school, choosing vocational classes, job training, GED, ESL, tutoring, college choices, financial aid, adult and continuing education, alternative degree programs. Serves persons from all five boroughs. Call for appointment: Mid-Manhattan Library, 340-0835; Countee Cullen Library, 862-0486; Fordham Library Center, 220-6583.

LEGAL SERVICES:

Legal Action Center, 153 Waverly Place., 8th Floor, Manhattan 10014. Tel: 243-1313.
Legal Action Center is a non-profit organization which provides free legal services to ex-offenders, recovering alcoholics, and people on methadone maintenance programs. Specifically, it will help you "clean up" your New York State RAP sheets, help you with sealing motions (erasing arrest records which have not led to convictions), counsel you on your rights when seeking employment, and help you obtain both Certificates of Relief from Disabilities and Certificates of Good Conduct. Also, if you feel you have been unfairly discriminated against as an ex-offender, or if you want information on how to obtain bonding for a particular job, Legal Action Center can be of help.

If you feel that you, as an individual, have been discriminated against in employment, based on your sex, race, creed, color age, ancestry, national origin, sexual preference, or a physical or emotional disability, call the **New York City Commission on Human Rights,** at **566-5050.**

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